

its responsibility to assist school districts and communities that are impacted by a federal presence such as a military base or Indian reservation. Today over 1½ million children in over 1,600 school districts across the country depend on the Impact Aid program for a quality education.

Until 1994, Congress provided substantial assistance to help federally impacted districts build and repair their schools. This assistance is particularly important to districts whose property tax circumstances make it almost impossible to pass school construction bonds. Since 1994, however, federal funding for the Impact Aid school construction account has fallen off and no longer meets the needs of the over two hundred qualifying schools. As a result, many of these school buildings have become run down, overcrowded, and in some cases, a danger to the health and safety of their students.

I became aware of the real impact of inadequate construction funding when I visited a federally impacted school in my district, Cannonball Elementary. Cannonball Elementary is located on the Standing Rock Reservation in North Dakota, and serves as a perfect example of the many challenges Impact Aid schools face in trying to provide a safe and healthy learning environment with severely limited resources.

The Standing Rock Reservation currently suffers from staggering unemployment rates and overall economic depression. A quality education is critical in ensuring that the children on this reservation escape a life of poverty. As in all federally impacted schools, a quality education for children at Cannonball depends upon the willingness of the federal government to fulfill the responsibility to it acknowledged in 1950.

For the past several years, however, the federal government's commitment to Impact Aid has fallen short of meeting the most basic needs of these students. As a result of inadequate construction funding, Cannonball has fallen into despair. Storage rooms have been converted to makeshift classrooms and entire portions of the building have been condemned. Students and teachers are often forced to move from classroom to classroom to dodge the stench of sewer back-up that permeates through the building. I have walked the halls of Cannonball Elementary and have found the conditions these children face on a day-to-day basis to be simply deplorable.

Cannonball Elementary and federally impacted schools like it across the country find themselves in a kind of "Catch 22" when trying to keep up with their construction needs. Although these schools depend upon the federal government to fund their construction needs, current funding is barely sufficient to cover the daily operating expenses of Impact Aid schools, and repair needs have become increasingly desperate. Last year, a mere \$10 million was allocated to section 8007, the Impact Act school construction account. Moreover, \$3 million of the \$10 million appropriated for section 8007 was earmarked for special projects. The remaining Impact Act schools were left with the balance—only \$7 million to address all construction and renovation needs for over 1,600 schools.

The Cannonball School relies on federal Impact Air funds to meet its repair needs, and when that funding is not adequate, the school literally has no other source of funds. The

"Catch-22" for schools like Cannonball is that when Impact Aid funding is insufficient, they are left out in the cold because they lack a property tax base and the capacity to pass school construction bonds to support urgent repairs. Several other districts in North Dakota, including Minot and Grand Forks Air Force Base school districts, also face the same problem.

Mr. Speaker, I believe that the legislation we will vote on today offer great hope that the Cannonball school and others can finally address their urgent needs. Specifically, H.R. 3616 would create a new section 8007(b) within the Impact Air program to fund urgent school modernization projects. Under this legislation, an individual school district could receive a grant of up to \$3 million any time during the five-year authorization period. In order to make the federal funds go farther, the bill also required districts to provide matching funds, but allows for in-kind contributions to count towards the match.

This provision of H.R. 3616 is based on the Federally Impacted School Improvement Act legislation Representative HAYWORTH (R-AZ) and I introduced last year. I would like to take this opportunity to thank Representative HAYWORTH and other members of the House Impact Aid Coalition for their role in the inclusion of section 8007 (b) in this legislation. I would also like to recognize John Forkenbrock in Brady King of the National Association of Federally Impacted Schools Association (NAFIS) for their tireless advocacy on behalf of Impact Aid school districts across the country.

Finally, Mr. Speaker, I would like to thank Representative KILDEE, (D-MI), the Ranking Member of the Committee on Education and the Workforce. Our success today is due in no small part to Mr. KILDEE's vocal support of the inclusion of a school modernization provision in H.R. 3616. On behalf of the students of Cannonball Elementary and thousands like them across the country, I would like to express my gratitude to Mr. KILDEE for his dedication to improving the educational opportunities of our children.

Again, Mr. Speaker, I urge my colleagues to vote in favor of this important legislation, which would help federally impacted schools across the country provide a quality education in a safe, healthy, learning environment.

Mr. WATTS of Oklahoma. Mr. Speaker, I am in strong support of the Impact Aid program. Impact Aid is one of the oldest federal education programs, dating back to 1950. Impact Aid compensates local educational agencies, LEAs, for the substantial and continuing financial burden resulting from federal activities. These activities include federal ownership of certain lands, thus taking the land off the tax rolls, as well as the enrollment in LEAs of children of parents who work and/or live on federal land. The federal government provides compensation because these activities deprive LEAs of the ability to collect property or sales taxes from these individuals, for example members of the Armed Forces living on military bases, even though the LEAs are obligated to provide free public education to their children. Thus, Impact Aid is a federal payment to a school district intended to make up for a loss of local tax revenue due to the presence of non-taxable federal property.

Impact Aid is one of the only federal education programs where the funds are sent di-

rectly to the school district, and thus there is almost no bureaucracy. In addition, these funds go into the general fund, and may be used as the local school district decides. As a result, the funds are used for the education of all students, and there is no rake-off by states or the federal government to fund bureaucrats.

Nationwide, there are approximately 1,500 federally impacted school districts that are educating 1.3 million federal children. In Oklahoma, there are 287 Oklahoma school districts with federal property. A total of 258,914 students are enrolled in Oklahoma's Federally Impacted Schools. The fourth district of Oklahoma is home to three military bases. Therefore, Oklahoma is comprised of students who are military children, children living in Indian lands, children residing in federal Low Rent Housing projects, children whose civilian parents work on federal property, but do not live on federal property, and children who are special education students. Considering the staggering number of federally impacted children, it is abundantly clear that the federal government has an obligation to federally impacted schools.

By increasing its support, the federal government can assist these schools in providing a quality education to thousands of children across the country. Therefore, I urge my colleagues to join me in reauthorizing the Impact Aid Program. Millions of students depend on the Impact Aid program for a quality education. Let's not disappoint them.

Mr. GOODLING. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. PEASE). The question is on the motion offered by the gentleman from Pennsylvania (Mr. GOODLING) that the House suspend the rules and pass the bill, H.R. 3616, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

#### SENSE OF CONGRESS REGARDING IN-SCHOOL PERSONAL SAFETY PROGRAMS

Mr. CASTLE. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 309) expressing the sense of the Congress with regard to in-school personal safety education programs for children.

The Clerk read as follows:

H. CON. RES. 309

Whereas there were more than 84,000 confirmed cases of sexual abuse in the United States in 1997 and 90 percent of the victims under 12 years old knew their offender;

Whereas 867,129 individuals were reported missing in 1999 and 85 to 90 percent of these missing persons were children;

Whereas according to Department of Justice research, there are approximately 114,000 nonfamily abductions in any one-year period;

Whereas a central element of the National Center for Missing and Exploited Children's (NCMEC) congressionally mandated mission is to prevent the victimization of children;

Whereas NCMEC examined the state of child safety education in the United States, focusing on what works and what does not;

Whereas nearly every primary and secondary school in the Nation conducts some sort of child safety education program, but NCMEC concluded that most such child safety programs were inadequate to promote personal safety for children;

Whereas guidelines, such as those developed by NCMEC, will help ensure that educators and child-serving organizations have the best possible tools and information to make decisions regarding child safety curriculum selection and development; and

Whereas child safety guidelines should be developed in collaboration with leading educational, public policy, and child-serving organizations and the NCMEC's guidelines have been endorsed and are supported by many such organizations: Now, therefore, be it

*Resolved by the House of Representatives (the Senate concurring), That—*

(1) it is the sense of the Congress that States should encourage their primary and secondary schools to implement quality child safety curricula so that each child receives instruction that is positive, comprehensive, and effective; and

(2) the Congress recognizes the National Center for Missing and Exploited Children's "Guidelines for Programs to Reduce Child Victimization" as one of the tools to guide the selection of quality child safety programs when local schools develop such programs.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Delaware (Mr. CASTLE) and the gentlewoman from Hawaii (Mrs. MINK) each will control 20 minutes.

The Chair recognizes the gentleman from Delaware (Mr. CASTLE).

GENERAL LEAVE

Mr. CASTLE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on this resolution, H. Con. Res. 309.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Delaware?

There was no objection.

Mr. CASTLE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of H. Con. Res. 309, expressing the sense of Congress with regard to in-school personal safety education programs for children.

I introduced this resolution along with the founder and chairman of the House missing and exploited children's caucus, the gentleman from Texas (Mr. LAMPSON), to help focus our attention on the important issue of child safety. I am sure we have all seen the posters, the fliers and the special news reports on children who have been abducted from their families or who have been otherwise harmed by the adults in their lives.

In fact, in 1997, there were more than 84,000 confirmed cases of sexual abuse in the United States, and 90 percent of the children who were under 12 years knew their offender. And, according to the Department of Justice, there were nearly 114,000 nonfamily abductions just last year. I believe that these statistics point to the desperate need for comprehensive, age-appropriate safety programs to reduce the rate of victim-

ization among our children. And because children can learn a great deal in the classroom about basics of personal safety, schools have increasingly become the center of our prevention efforts. Yet according to a recent survey, while nearly every primary and secondary school in the Nation conducts some sort of child safety education program, most programs are inadequate to actually prevent victimization and promote personal safety.

For this reason, H. Con. Res. 309 does two things. First, it expresses the sense of Congress that States should encourage their primary and secondary schools to implement child safety curricula so that each child receives instruction that is positive, comprehensive and effective.

Second, the resolution recognizes the National Center for Missing and Exploited Children's guidelines for programs to reduce child victimization as one of the tools to guide the selection of quality child safety programs. I hold up a copy of this. This is as good and as substantive a document as I have read. I would encourage every office to get hold of a copy of that.

□ 1645

As the Nation's preeminent resource for programs and materials to prevent child victimization, the National Center for Missing and Exploited Children is often asked to endorse specific programs and provide guidance to schools, community groups and individuals who are trying to choose among different child safety programs. Although the National Center does not endorse specific products or programs, they recently completed a comprehensive assessment of available education materials, and they have developed guidelines, as I have already shown, to help parents and educators identify and implement quality child safety programs. Their criteria was developed in collaboration with experts from the fields of education and law enforcement, and they are now supported by a number of organizations, including the American Academy of Pediatrics, the National Association of Elementary School Principals, the National Association of Attorneys General, the Boys and Girls Clubs of America, and many others.

I believe their products, the guidelines to reduce child victimization, is one way to help ensure that the child safety programs are locally designed, but that they are also effective in increasing our children's ability to recognize and avoid potentially dangerous situations.

In closing, I hope all Members will join with me to support the National Center throughout the month of May and help us picture our lost children home. For these children, school-based safety programs may be too late, but we can take a few moments to view the pictures of missing children on the National Center's web site and return these children to their families' loving embrace. In the meantime, we can pass

this resolution and encourage our schools and our educators to obtain the necessary tools to help our children avoid a similar fate.

I would like to thank the gentleman from Texas (Mr. LAMPSON) again for his efforts and involvement with child safety issues, and I would encourage the adoption of this resolution.

Mr. Speaker, I reserve the balance of my time.

Mrs. MINK of Hawaii. Mr. Speaker, I yield myself such time as I may consume.

(Mrs. MINK of Hawaii asked and was given permission to revise and extend her remarks.)

Mrs. MINK of Hawaii. Mr. Speaker, I rise in support of H. Con. Res. 309, bipartisan legislation introduced by the gentleman from Delaware (Mr. CASTLE) and the gentleman from Texas (Mr. LAMPSON) in support of guidelines issued by the National Center on Missing and Exploited Children on child safety and abuse programs.

One of the most important concerns for parents today is the safety of their children. Whether they are walking to school, riding bicycles around town, or even going to the mall, children need to be aware of their surroundings and cautious about contact with adults they do not know. Since 357,000 child abductions happen every year, these issues are critical to our families and our communities.

The resolution that the House is considering today recognizes the National Center's guidelines as one of several tools that should guide the selection of child safety programs, particularly in our schools. Specifically, the guidelines provide background information as a general framework to assist schools, communities and individuals in choosing, implementing and evaluating programs to prevent and reduce child abuse and to generally promote child safety. It does not endorse or recommend specific programs or methods, but does describe practices and techniques which appear to be most effective in attaining the goals of these programs.

Clearly, this guide can be an essential tool for school districts seeking to improve child safety programs and to reduce child abuse. We need to establish programs that provide useful information to children, encourage self-confidence and teach assertiveness skills so that they can recognize danger and avoid abduction.

Mr. Speaker, in closing, I want to congratulate again both the gentleman from Delaware (Mr. CASTLE) and the gentleman from Texas (Mr. LAMPSON) for their conscientious efforts and for collaborating together on a bipartisan basis and bringing this resolution for consideration by the House today.

Mr. Speaker, I reserve the balance of my time.

Mr. CASTLE. Mr. Speaker, I yield such time as he may consume to the gentleman from Pennsylvania (Mr. GOODLING), Chairman of the Committee on Education and the Workforce.

Mr. GOODLING. Mr. Speaker, I also rise today in support of H. Con. Res. 309, expressing the sense of Congress with regard to in-school personal safety education programs for children. You have heard the horrible statistics as the subcommittee chair recited them. I would add one more to those. As I drive behind school buses and notice every time they stop and see children jump off and run across in front of that bus without looking either way, assuming that the cars are going to stop as they are supposed to, but each year we read about the number of cars that do not stop, unfortunately.

H. Con. Res. 309 will help draw attention to these devastating statistics that are so drastically impacting our Nation's young people and make information available regarding personal safety education programs to schools across the country.

The resolution is simple and straightforward. First, it states the sense of Congress that States should encourage their primary and secondary schools to implement quality child safety curricula so that each child receives instruction that is positive, comprehensive and effective. Let me be clear about this point: H. Con. Res. 309 does not promote a specific child safety curriculum. It simply says that States should encourage their schools to implement locally appropriate child safety education programs.

Second, this resolution recognizes the National Center for Missing and Exploited Children and their guidelines for programs to reduce child victimization as one of the tools to guide the selection of quality child safety programs when local schools develop such programs.

The National Center for Missing and Exploited Children is a nonprofit organization that serves as a focal point in providing assistance to parents, children, law enforcement, schools and the community in recovering missing children and raising public awareness about ways to help prevent child abduction, molestation and sexual exploitation. Their mission is twofold: The Center works to find missing children, and they try to prevent future victimization of children. To prevent the victimization of children, the Center argues that every child should receive instructions on personal safety that are positive, comprehensive and effective.

The National Center for Missing and Exploited Children examined the state of child safety education in the United States. On a positive note, they found that nearly every primary and secondary school in the Nation conducts some sort of child safety education program. Unfortunately, the Center concluded that most of these child safety programs were inadequate to promote successful personal safety for children.

The Center does not endorse specific products or programs. However, because of their examination of child safety programs, they have developed guidelines for educational programs in

the hope that educators and parents will use these criteria to review proposed programs. These guidelines are not legal standards and they are not community-specific. They are simply intended to provide a framework for communities when selecting safety programs and making curriculum decisions.

The National Center for Missing and Exploited Children guidelines came about as a result of exhaustive research and significant experience in the field of child safety. These guidelines argue that training and educational materials proposed for use by schools and organizations that serve children should, first, be based on accepted educational theories, be appropriate for the age and educational and developmental levels of the child, offer concepts that will help children build self-confidence in order to better handle and protect themselves in all types of situations, have multiple program components that are repeated several years in a row, and utilize qualified presenters who use role-playing behavioral rehearsal feedback and active participation.

Mr. Speaker, I reiterate that H. Con. Res. 309 does not endorse a child safety curriculum from Washington. Rather, it urges schools to consider child safety guidelines when selecting or creating a localized curriculum. We are not trying to assert local control of education; we are merely trying to help ensure that educators and child-serving organizations have access to and consider available information in making decisions regarding the development of child safety education programs.

I want to thank the gentleman from Delaware (Mr. CASTLE), the Chairman of the Subcommittee on Early Childhood, Youth and Families, for introducing this legislation, and I also want to commend the gentleman from Texas (Mr. LAMPSON) for his yeoman work in helping to ensure a safer world for our Nation's youth. I urge my colleagues to support H. Con. Res. 309.

Mr. MINK of Hawaii. Mr. Speaker, I am pleased to yield 4 minutes to the gentleman from Texas (Mr. LAMPSON), who has demonstrated tremendous leadership on this whole issue of missing and unaccounted for children. The gentleman has been on the floor and has done so much to awaken the consciousness of the Members of this Chamber, and, through us, the rest of the country.

Mr. LAMPSON. Mr. Speaker, I thank the gentlewoman from Hawaii for yielding me time, and for both you and the gentleman from Delaware (Mr. CASTLE) for all the hard work that you and many others have done on this particular issue.

It was about April of 1997 that I became involved with what became the Congressional Caucus on Missing and Exploited Children, and that happened after a 12-year-old constituent of mine was abducted and murdered within my district. To date, this bipartisan cau-

cus is one of the largest in the House of Representatives, with about 145 Members. That is significant.

The goals of the caucus are threefold: First, to build awareness around the issue of missing and exploited children for the purpose of finding children who are currently missing and to prevent future abductions; second, to create a voice within Congress on the issue of missing and exploited children and to introduce legislation that would strengthen law enforcement, community organizing and school-based efforts to address child abduction; third, to identify ways to work effectively in our districts to address child abduction. By developing cooperative efforts that involve police departments, educators and community groups, we can heighten the level of awareness of this issue and pool resources for the purpose of solving outstanding cases and preventing future abductions.

Today's vote of the National Center for Missing and Exploited Children's Taskforce guidelines meet the objectives that I just stated. I am so pleased to be the lead Democrat on this resolution, with my friend, the gentleman from Delaware (Mr. CASTLE). The gentleman from Delaware (Mr. CASTLE) has been involved with this issue for many years, sponsoring legislation to authorize funding for the National Center for Missing and Exploited Children, which in turn enables the Center to establish task forces such as its Education Standards Task Force in 1999 to assess leading research and create meaningful guidelines and criteria.

This resolution urges nationwide implementation of standards-based, high-quality child safety curricula. Hopefully schools across the Nation will follow these guidelines and develop programs implementing these guidelines, while addressing local needs and concerns.

Personal safety is something many young people do not think about. But in this rapidly changing and unpredictable world, we, as parents, teachers, neighbors and coaches, must teach our children that they cannot take anything for granted. I would like to emphasize that it takes each and every one of us, the entire community, to keep our kids safe, happy and healthy. We cannot bury our heads in the sand and ignore these risks. We must act and we must educate to save another family from the heart-breaking tragedy of a child abduction or exploitation.

Mr. Speaker, I can honestly say this issue means more to me than any other. Keeping our children safe has become my mission while serving as your Congressman.

Let me conclude by stating that the caucus would not be nearly as effective in producing innovative legislation and helpful district safety workshops without the advice and programs offered by the National Center for Missing and Exploited Children. The Center's outreach programs range from helping

chiefs of police and sheriffs to develop fast response plans to reports of missing children, to educational public service campaigns designed to help children escape potentially dangerous situations, to developing guidelines like those we are talking about today. These guidelines need to be in every school across America. With the passage of H. Con. Res. 309, they will be.

Mrs. MINK of Hawaii. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

Mr. CASTLE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I would just like to say in final closing, I cannot thank the gentleman from Texas (Mr. LAMPSON) enough for his continuing work on this issue, not just this legislation, but he truly has been the stalwart in the task force dealing with an issue which, as he said, is as important to him as anything we are doing in Congress, and I think it is to everybody.

Again, I would point out that this is a wonderful pamphlet, it is not a pamphlet, it is a little more than that, for anybody who has read it. It does not advertise any particular program, but it is a guideline for programs to reduce child victimization, a resource for communities when choosing a program to teach personal safety to children. I would encourage everybody to get a copy of this. You can contact any of the offices, I am sure, to get a copy of it. I think it is tremendously helpful to give to your schools back home.

Ms. JACKSON-LEE of Texas. Mr. Speaker, today I support H. Con. Res. 309 that expresses the sense of the Congress with regard to in school personal safety education programs for children.

I applaud Congressman CASTLE and Congressman LAMPSON's leadership on bringing this issue to the forefront.

As this resolution states, we as parents and leaders in our communities must encourage primary and secondary schools to implement quality child guidelines on how to protect themselves from abuse.

Unfortunately, the National Center for Missing and Exploited Children has concluded that most child safety programs are inadequate to promote personal safety for children.

It is estimated that instances of child abuse and neglect are over three times greater than what is reported to authorities. Already more than 3 million American children annually are reported as suspected victims of child abuse and neglect and children every day are abused. This amounts to a child abused every 10 seconds in this country.

In 1999, there were 867,129 confirmed missing individuals with around 90 percent of these being children.

Further, it is reported that in 1997 there were 84,000 confirmed cases of sexual abuse in the United States whereas 90 percent of these victims, who were under 12, knew of their offender.

In my district alone, there were 6,064 cases of child abuse or neglect in the Harris County

area. That amounts to almost 30 percent of the children in my district being abused or neglected. In the State of Texas we have 44,532 children who have been abused or neglected.

In a Children's Task Force meeting I attended sponsored by my colleague Mr. LAMPSON, Mr. Ernie Allen, president of the National Center further explained that the current school programs are dysfunctional because most abductions and abuse of children are the result of a known relative or family friend. Thus, the "Don't Talk to Stranger" campaign supported by most programs, fails to educate children about potential dangers in the home as well.

That is why I already support national organizations like Childhelp USA, and local organizations like Initiatives for Children in Houston which are helped educate both parents and children about child abuse and are instrumental in preventing future social problems related to child abuse.

I support this Resolution recognizing the National Center for Missing and Exploited Children. Since, The National Center for Missing and Exploited Children has already recently released research-based guidelines to assist schools as they select curricula aimed at reducing crimes against youth and I urge this Congress to pass this resolution in support of these guidelines.

Mr. ETHERIDGE. Mr. Speaker, I am in strong support of House Concurrent Resolution 309, the sense of Congress with regard to in-school personal safety education programs for children. I want to thank my colleagues from Texas, Congressman NICK LAMPSON and my colleague from Delaware, Congressman MIKE CASTLE for their leadership on this important issue. The safety of our children should be a bipartisan effort, and I am pleased my colleagues have worked in cooperation to advance this important cause.

Mr. Speaker, I rise today with a heavy heart to share with my colleagues the mourning that is taking place in and around Wake Forest, NC in my Congressional District. Four months ago, 9-year-old C.J. Wilkerson was reported missing from his home community. Month after month, friends, family members and even perfect strangers have prayed for the safe return of this little boy with the infectious smile who captured the heart of Wake County. Tragically, C.J.'s body was found last week in a wooded area in Raleigh.

As C.J.'s family lays to rest a young boy taken from this world far too soon, our thoughts and prayers go out to his family, friends and the broader community. As the former superintendent of North Carolina's schools, I want to call attention to the special needs of C.J.'s fellow students at Rolesville Elementary School. These children need individual attention from caring adults in order to come to grips with the trauma of a classmate plucked from within their midst. I know that the counselors, teachers and leaders of Rolesville Elementary have come together in mutual support to help our children through this tragedy. Schools can play a unique role to help children deal with acts of hate that make no sense. And schools can and do provide children with instruction and resources to keep them safe. Mr. Speaker, I know all of my colleagues join me in wishing our most sincere

condolences for the family of C.J. Wilkerson. I want to thank my colleagues on the Missing and Exploited Children Caucus for their leadership on this issue to protect other communities from knowing the grief being experienced by those who today mourn C.J. Wilkerson.

Mrs. CASTLE. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. PEASE). The question is on the motion offered by the gentleman from Delaware (Mr. CASTLE) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 309.

The question was taken.

Mr. CASTLE. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

□ 1700

#### SENSE OF HOUSE ACKNOWLEDGING AND HIGHLIGHTING EFFORTS OF ARAPAHOE RESCUE PATROL OF LITTLETON, CO

Mr. TANCREDO. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 456) expressing the sense of the House of Representatives to acknowledge and highlight the efforts of the Arapahoe Rescue Patrol of Littleton, CO.

The Clerk read as follows:

#### H. RES. 456

Whereas in 1957 the Arapahoe Rescue Patrol, a non-profit organization that assists law enforcement agencies, fire departments and search and rescue missions, was established;

Whereas Stan Bush founded this program in 1957 to gather volunteers for community service to meet in the basement of Fire Station 12 in Littleton, Colorado;

Whereas this group has participated in 43 years of public service to the Denver metro area including: conducting search and rescue efforts, assisting in emergencies, and aiding in automobile accidents and fires;

Whereas over a thousand students have participated in the program and been involved in 2,226 rescue missions and contributed countless thousands of hours of community service; and

Whereas the commitment of these youths must be recognized to promote positive after school activities for today's young people: Now, therefore, be it

*Resolved*, That it is the sense of the House of Representatives that the Congress recognizes the Arapahoe Rescue Patrol of Littleton, Colorado for its 43 years of service to the local community, strong commitment from young adults, and selfless acts of community service to encourage positive outlets for young adults, teaching them a sense of commitment, responsibility, and belonging, all qualities essential to provide youth with the tools they need to succeed in the future.