Levin	Nelson (FL)	Stabenow
Lieberman	Nelson (NE)	Stevens
Lincoln	Nickles	Thomas
Lott	Reed	Thompson
Lugar	Reid	Thurmond
McCain	Rockefeller	Torricelli
McConnell	Santorum	Voinovich
Mikulski	Sarbanes	Warner
Miller	Schumer	Wellstone
Murkowski	Shelby	Wyden
Murray	Specter	

NAYS—15

Allard	Collins	Hutchinson
Baucus	Edwards	Roberts
Bayh	Ensign	Smith (NH)
Brownback	Feingold	Smith (OR)
Bunning	Helms	Snowe

NOT VOTING—2

Hagel	Sessions

The conference report was agreed to.

Mr. HARKIN. I move to reconsider the vote and move to lay that motion on the table.

The motion to lay on the table was agreed to.

The PRESIDING OFFICER. The Senator from Iowa.

DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2002—Continued

AMENDMENT NO. 2072, AS MODIFIED

Mr. HARKIN. Madam President, I ask unanimous consent that amendment No. 2072, previously agreed to, be modified with the technical corrections I now send to the desk.

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

The amendment (No. 2072), as modified, is as follows:

On page 54, between lines 15 and 16, insert the following:

SEC. 224. It is the sense of the Senate that the Secretary of Health and Human Services should establish a program to improve the blood lead screening rates of States for children under the age of 3 enrolled in the medicaid program under which, using State-specific blood lead screening data, the Secretary would annually pay a State an amount to be determined.

(1) For each 2-year-old child enrolled in the medicaid program in the State who has received the minimum required (for that age) screening blood lead level tests (capillary or venous samples) to determine the presence of elevated blood lead levels, as established by the Centers for Disease Control and Prevention.

(2) For each such child who has received such minimum required tests.

SAFE MOTHERHOOD

Mr. KENNEDY. Madam President, I thank the Chairman for his ongoing leadership on women's health and would like him to join me in congratulating the Centers for Disease Control and Prevention for its ground-breaking National Summit on Safe Motherhood. The summit succeeded in expanding our understanding of safe motherhood as a critical woman's health issue and identified the troubling lack of research and data on pregnancy-related issues that impact the short and long-term health of women.

Mr. HARKIN. I am pleased to join the Senator in recognizing the summit. I, too, am increasingly concerned that despite major advances in public health and obstetrics, a safe and healthy pregnancy is still not the experience for all women. More than 2,000 women each day have a major medical complication during pregnancy, such as severe bleeding, ectopic pregnancy, postpartum depression or infection. Some groups, including African American, Hispanic, and older women, have a significantly increased risk of illness or death. For example, African-American women are four more times likely to die from pregnancy-related complications as white women; Hispanic, Asian and American Indian women are twice as likely to die from pregnancy-related complications as their non-Hispanic, non-Asian, and non-American Indian counterparts; and women aged 35–39 are 2 to 3 times as likely to experience a pregnancy-related death compared to women aged 20–24.

Mr. KENNEDY. As the chairman knows, if we are to eliminate these racial and ethnic disparities, we must gain a greater understanding of what causes pregnancy-related illness and death. I find it very troubling that even though more women in the United States are getting prenatal care now than ever before, the number of maternal deaths and preterm deliveries has not declined in the past 25 years.

Mr. HARKIN. The lack of progress in reducing maternal morbidity and mortality is unacceptable. This committee strongly supports the goals identified at the summit, including expanding the CDC's safe motherhood initiatives. We must look at the public health importance of pregnancy to women's health in the 21st century, the magnitude and impact of short-term and long-term pregnancy-related complications, and national strategies to close the gaps in research, data collection and quality care. CDC has taken an important lead in this area.

In addition, I look forward to working with the Senator and the General Accounting Office to document the existing state of research and knowledge about the impact of pregnancy on women's health so that we can have a blueprint for closing the gaps in women's health.

HEALTHY START PROGRAM

Mr. MCCONNELL. Madam President, I commend the chairman and Senator SPECTER for drafting the fiscal year 2002 Labor, Health and Human Services, Education Appropriations bill. Assembling this legislation, with important priorities such as the National Institutes of Health, the Centers for Disease Control and Prevention, and the Department of Education, is a daunting task and one for which you should be commended.

As the chairman knows, the Healthy Start initiative was started in 1991 to reduce the rate of infant mortality in expectant mothers. The legislation we are now considering provides nearly $90 million for Healthy Start. While this is a generous allocation, it has come to my attention that at this funding level, several Healthy Start programs which have been approved by the Department will no longer receive their Federal funding. I know of one such program that stands to lose funding, Voices of Appalachia (VOA) Healthy Start. VOA in Whitley County, KY has done a remarkable job of reducing the infant mortality rate and continues to provide invaluable services to the families of Southeastern Kentucky.

I understand that the House of Representatives has appropriated $102 million for the Healthy Start Program. Keeping in mind that resources are scarce, I would inquire of the chairman whether he would be willing to agree in conference to the level appropriated by the House.

Mr. HARKIN. As the Senator mentioned, this is a very tightly drafted bill and there are many important areas in which the Senate bill provides greater resources than the House. Like you, I realize the importance of the Healthy Start Program, and while I cannot make any promises, I will work with Senator SPECTER and the House to provide sufficient resources for this worthwhile program.

Mr. SPECTER. I echo the comments of Chairman HARKIN. Programs such as VOA deserve the full support of Congress, and I am committed to working with Chairman HARKIN to provide adequate funding for Healthy Start programs.

HISPANIC SERVING INSTITUTIONS GRANTS PROGRAM

Mrs. HUTCHISON. Madam President, my colleague, Senator BINGAMAN, and I would like to clarify with our colleague, the distinguished chairman of the Labor, HHS, and Education Appropriations Subcommittee, his intent with respect to fiscal year 2002 funding of the Title V Hispanic-serving Institutions Grants program.

As the chairman is well aware, this program provides critical funding to generally smaller, community-oriented four- and two-year institutions of higher education that serve at least 25 percent Hispanic students. These approximately 200 institutions are an increasingly important avenue to success for this important and growing segment of our nation, and the HSI program is integral to the ability of these institutions to open the doors of higher education to Hispanics.

Mr. BINGAMAN. Will the Senator yield?

Mrs. HUTCHISON. I am happy to yield to my distinguished colleague from New Mexico.

Mr. BINGAMAN. I thank my colleague and fellow chair of the Senate Hispanic-serving Institutions Coalition for her leadership on this important issue. As she knows, Hispanics, and particularly Hispanic youth, are the fastest growing group of Americans. Yet despite the fact that Hispanic Americans represent 13 percent of the population aged 18 to 24, they comprise

only 5.5 percent of the students enrolled in four-year institutions of higher education. Moreover the number of Hispanics who never complete high schools stands at an alarming 30 percent. As a nation we simply cannot afford to have such a large and growing segment of our population go unprepared to face the economic challenges of the next century.

Key to greater Hispanic American enrollment in both higher and secondary education are Hispanic-serving institutions. Despite the fact that they represent only three percent of all colleges and universities nationwide, HSIs educate over 600,000, or 42 percent, of the Hispanics enrolled in postsecondary education today. However, many HSIs remain critically underfunded and lack the resources and infrastructure necessary to meet the growing demands of the communities they serve.

Mrs. HUTCHISON. If the senator will yield, I want to thank him for his comments and his resolute support of this program and of a variety of other education programs and issues of importance to Hispanics. I also want to thank the distinguished chairman of the subcommittee, Senator HARKIN, as well as the ranking member, Senator SPECTER, for working with Senator BINGAMAN and myself to achieve significant increases in this program in recent years. I have seen first hand how much of an impact HSI grants can have to a small, struggling junior or community college. It can very often make the difference between being able to offer a degree or degree program for the institution's students.

Madam President, I thank and commend the chairman of the subcommittee for his and for Senator SPECTER's always exceptional efforts at crafting a bill that makes the difficult choices we must make each year, while managing to maintain significant increases in overall funding levels for key areas of national need, including education and health funding. However, I understand the Senate committee-reported bill now on the floor contains a funding level that represents a slight increase over the 2001 fiscal year appropriation amount for the Title V HSI program, but one that is below the House committee-reported funding level of $81.5 million. I further understand it is the chairman's intent to recede to this higher House funding level during conference proceedings with the House. Is that correct?

Mr. HARKIN. The senator is correct. I certainly understand and share her and Senator BINGAMAN's commitment to the important Hispanic-serving institutions program. These colleges and universities are very important to the academic and economic success of Hispanics in our nation, and I do intend to seek the higher House funding level in conference in order to further expand the ability of these institutions to serve their students and their communities.

Mr. SPECTER. I too, share the chairman's commitment to the higher funding level for the Title V program. Considering the need demonstrated by Hispanic-serving institutions, their collective contribution to their communities and to the nation, as well as the effective use to which they put these funds, I believe the funding increase is necessary and appropriate.

Mrs. HUTCHISON. I thank the chairman and ranking member for that commitment, as well as my colleague from New Mexico, and I yield the floor.

Mr. BINGAMAN. I, too, thank the chairman, ranking member, and Senator HUTCHISON, and I look forward to continuing to work with all of them and others, including the members of our bipartisan Senate Hispanic-serving Institution Coalition, to continue to grow the ability of this program to serve communities across our country. I yield the floor.

TRIO PROGRAMS

Mrs. LINCOLN. Madam President, I rise today along with my colleague from Maine, Senator COLLINS, to express support for the TRIO Programs that are funded in the Labor-HHS-Education appropriations bill. Before I discuss the specifics of these important programs and the legislation before the Senate today, I would like to commend Senator HARKIN for his lifelong commitment to making quality education available to every student through TRIO and other federal programs. I am grateful for his leadership in this arena. I look forward to working with him in the months and years ahead to continue the progress that is represented in the bill we are debating today.

I also thank Senator SPECTER for his bipartisan approach over many years as both chairman and ranking member on this subcommittee. The willingness he has demonstrated to work with Members of both parties to meet our Nation's most pressing needs in education and health care funding is impressive and demonstrates a level of understanding and foresight we should all strive to achieve.

I know there are many vital initiatives funded in this bill and I want to briefly highlight one that is particularly important to my state of Arkansas. As many of my colleagues know, the TRIO Programs were authorized under Title IV of the Higher Education Act of 1965 to support our Nation's commitment to providing educational opportunities for all Americans. The TRIO programs are designed to help low-income, first-generation college students prepare for, enter, and graduate from college. While student financial aid programs help students overcome financial barriers to higher education, TRIO Programs help students overcome class, social and cultural barriers. Considering Arkansas has one of the lowest percentages of citizens with a 4-year college degree, the 52 TRIO programs currently serving participants in my State provide a critical source of encouragement and support to thousands of students who might otherwise never receive their college degree.

To demonstrate our support for these programs, Senator COLLINS and I are leading a campaign in the Senate that would expand the population served under these programs from 6 percent to 10 percent of eligible students over the next 5 years. As an important step toward this goal, we circulated a letter earlier this year that gained the support of 35 Senators to increase funding for TRIO by $190 million each year over the next 5 years.

Even though the Senate bill did not meet the level of funding we requested in our letter, I understand that the chairman and ranking member received more than 1,000 requests for funding from Senators this year. So I know I speak for all TRIO participants in my State in expressing appreciation for the healthy $75 million increase over last year's level that is provided for in the Senate bill. This additional funding is an important step in the right direction and will expand access to TRIO services to thousands of students in my State and throughout the Nation.

As appropriators work to iron out differences between the House and Senate versions of this bill in conference, I want to work with the chairman and ranking member to fight for the higher level of funding included in the Senate bill. Also, I want to encourage the appropriations committee to provide an even larger increase for TRIO should additional funding be made available in the budget and appropriations process this year.

In closing, I thank Senator COLLINS for joining me in this effort. It has been a pleasure working with her and I look forward to joining forces with my colleague from Maine in the future on this and many other important initiatives.

Ms. COLLINS. Madam President, I would like to begin by thanking Senator LINCOLN for her kind words and for her commitment to TRIO. Just as in Arkansas, many of the students in Maine grow up in families that have not had experience with higher education. The TRIO programs are vital in raising the aspirations of these students. Senator LINCOLN has consistently fought to raise the aspirations of high school students, inspiring kids to strive for their full potential. It has been my pleasure to work with her, and I look forward to continued cooperation on behalf of TRIO.

I would also thank Senators SPECTER and HARKIN for their commitment to education funding. Under their leadership, the committee has produced a Labor-HHS-Education bill that provides a $6.3 billion increase in education spending for next year, including substantial investments in Reading First, Title I, Pell Grants, and rural education. The investments outlined in this bill will build upon the progress of

the last few years and help us ensure that all students have an opportunity to achieve.

Although the bill does not provide the amount we had hoped for to fund TRIO, it does appropriate a considerable increase of $75 million, which will be very helpful.

The five TRIO Programs—Educational Opportunity Centers, the Ronald E. McNair Post-baccalaureate Achievement Program, Student Support Services, Talent Search and Upward Bound—work with young people and adults, from the sixth grade through college graduation. Over 1,200 colleges, universities and agencies offer almost 2,500 TRIO Programs, serving over 740,000 students throughout the United States, Puerto Rico, and the Pacific Islands. These programs have enjoyed broad-based support on both sides of the aisle and in local communities for over 30 years.

Father James Nadeau, a native of my hometown in Aroostook County, is a graduate of the Bowdoin College Upward Bound program. His story tells why the TRIO programs are so important. His parents did not have the opportunity to pursue an education beyond the eighth grade. Father Jim's participation in Upward Bound changed his life and opened up a world of opportunity to him.

Beginning in 1977, Father Jim spent three summers enrolled in Upward Bound and then attended Dartmouth College and studied in France and Scotland. Subsequently, he studied for 5 years at the Gregorian University in Rome and received two graduate degrees in theology. His ministry has spanned from Mother Teresa in Calcutta to school children in Portland, Maine and continues to affect lives all over the world. He is an excellent role model for the youth of Maine and remains a terrific example of the success of the TRIO programs. There are many similar stories of TRIO graduates in all professions and walks of life. These are stories of successful, educated individuals who were introduced by a TRIO program to the endless possibilities that become attainable through education.

Nationally, the current funding level for TRIO only allows approximately 6 percent of the eligible population to be served. Many students in my own state would not go to college without these important federal programs. In Maine, 15 TRIO programs serve 5,509 young people and adults and I have been very impressed by the impact these programs have on aspirations. Many Maine students have told me that the TRIO programs gave them the confidence and encouragement they needed to succeed in higher education.

As we complete the appropriations process, I would ask that we place a continued emphasis on the important federal responsibility to expand access to postsecondary education. It is critical that we reach our target of serving at least 10 percent of the eligible population over the next 5 years. I urge the chairman and ranking member to continue their support of TRIO by protecting the proposed appropriation in conference committee. I also ask that TRIO receive an increased appropriation, should discretionary funds become available. For example, if IDEA is funded with mandatory funds during the ESEA reauthorization process, I hope that TRIO will be one of the programs that benefits. On a related note, I should point out that Chairman HARKIN has been a leader in the effort to secure mandatory funding for IDEA and I commend his commitment to that crucial issue.

In closing, the TRIO programs promote opportunity to education and the possibility of upward mobility in this Nation, and they must be strengthened.

Mr. HARKIN. I thank my colleagues for their kind words of support. As they know, I have fought to increase funding for education programs, including TRIO, in the past and I will continue to do so in the future. I am well aware of the broad bipartisan support TRIO has in the Senate and I can assure my colleagues that I will fight to retain the level of funding for TRIO that we included in the Senate bill. Also, should additional funding be made available in fiscal year 2002 for education programs, I will work with my fellow appropriators to provide additional resources for TRIO this year.

Mr. SPECTER. I too thank my colleagues for their comments. I certainly join the chairman in expressing support for the TRIO programs and will work in conference to maintain the level of funding contained in the Senate bill.

SUBSTANCE ABUSE TREATMENT FOR THE HOMELESS

Ms. COLLINS. Madam President, Senator REED and I would like to engage the distinguished Chairman and Ranking Member of the Appropriations Subcommittee on Labor, Health and Human Services, and Education in a colloquy on the important issue of substance abuse treatment for the homeless. Our goal, which I know the chairman and ranking member share, is to ensure that homeless individuals have access to substance abuse treatment. While their most apparent need is decent shelter, homeless men and women often require treatment for the underlying problem that has kept them on the street, which in many cases is drug and alcohol abuse. Compounding the problem is the reality that homeless people often have difficulty accessing mainstream treatment services. What is needed are treatment programs specifically tailored to our homeless population.

Mr. HARKIN. The Senator from Maine is correct. Programs that link treatment to other health, housing, social and maintenance services often provide the best opportunity for the homeless to adhere to treatment programs, and ultimately achieve stability in their lives.

Ms. COLLINS. I thank the Senator. Last year, Senator REED and I offered an amendment set aside of $10 million in Substance Abuse and Mental Health Services Administration (SAMHSA), funds to provide grants to assist communities in providing treatment services that will serve the needs of their homeless populations. With the help of the distinguished Senators from Pennsylvania and Iowa, who have done so much through the years to help the homeless, our amendment was adopted. This year, we are seeking to ensure that $16 million in SAMHSA funds are set aside to serve the needs of homeless individuals. We respect the chairman's wishes that SAMHSA earmarks not be made specifically in bill language, and, accordingly, we will not offer my amendment on the floor. We would ask, however, whether the chairman and ranking member will advocate for the $16 million set-aside in the conference report to this bill.

Mr. REED. I share my distinguished colleagues' interest in assuring that this issue is addressed. Targeted treatment services for homeless populations has been successful in providing the assistance and support many homeless need to return to secure and stable lives. I commend the chairman and ranking member for their continued support for substance abuse and mental health treatment services for the homeless.

Mr. HARKIN. The Senators from Maine and Rhode Island may be assured that I will seek conference language to ensure that $16 million in SAMHSA funds are earmarked for substance abuse treatment for the homeless, and I congratulate them for their leadership on this important issue

Mr. SPECTER. I, too, would like to assure our good friends from Maine and Rhode Island that I will work in conference to support their request. I admire the Senators' efforts on behalf of the homeless and share their compassion for this group in need.

INDIAN EMPLOYMENT AND TRAINING

Mr. HARKIN. Madam President, the distinguished Senator from Hawaii, Mr. INOUYE, has submitted language to the committee regarding compliance by the Department of Health and Human Services with the provisions of the Indian Employment, Training and Related Services Demonstration Act, Public Law 102–477. On behalf of my colleague Senator SPECTER and myself, I would ask Senator INOUYE to clarify the intent of this language.

Mr. INOUYE. I am informed that HHS has recently released funds to the tribes operating their Native Employment Works, NEW, and Temporary Assistance for Needy Families, TANF, programs outside the long-standing interagency fund transfer mechanism used in the Public Law 102–477 demonstration. HHS has told the tribes that they must comply with all HHS requirements for these programs, without any reference to the applicability of the provisions of Public Law 102–477.

The language is intended to ensure that HHS respect all the provisions of Public Law 102–477, including the provisions with respect to the single planning, single budgeting and single reporting requirements, which apply to all funds under the programs covered by that law. The language is also intended to make certain that HHS engages in a dialogue with the affected tribes and the Bureau of Indian Affairs, as lead agency for 477, and resolves any concerns which it has within the framework of inter-Departmental-tribal partnership which is central to the Public Law 102–477 demonstration initiative.

I would also note that there is an existing inter-departmental memorandum of understanding between the Departments of Interior, HHS and Labor which provides for a mechanism to continue the existing practice of transferring funds from HHS and Labor to Interior for obligation to the tribes in agreements specifically crafted for the Public Law 102–477 demonstration.

Mr. STEVENS. If I may add to the remarks of my colleague from Hawaii, the Alaska Native organizations in my State have been disproportionately affected by the unilateral actions recently taken by HHS in releasing NEW and TANF funds outside the established Public Law 102–477 process. Alaska Native groups have made important strides in improving and streamlining their employment and related services through the Public Law 102–477 demonstration. These organizations face the suspension of services to thousands of Alaska Native people because of the actions taken by HHS, placing NEW and TANF money outside the standard 477 process. To avoid any further damage to the services to Native people, particularly those most vulnerable who are in the public assistance system, HHS must immediately comply with the requirements in Public Law 102–477 and inform the tribes that these requirements, including the single reporting requirement, will be honored by the Department.

Mr. HARKIN. On behalf of myself and Senator SPECTER, I thank the Senators from Hawaii and Alaska for this clarification. The committee will do everything it can to ensure that HHS participates in the innovative inter-Departmental-tribal partnership, consistent with all the provisions of Public Law 102–477.

HISPANIC PROGRAMS

Mr. BINGAMAN. Madam President, I take this opportunity to thank Chairman HARKIN and Senator SPECTER for including in the managers' package an amendment that I sponsored with Senators DASCHLE, KENNEDY, KERRY, and MURRAY related to education programs particularly important to Hispanics in my State and to the Hispanic community nationally. This amendment will increase funding for Bilingual education programs by $100 million, provide an additional $3 million for the High School Equivalency Program, $5 million for the College Assistance Migrant Program, $58 million for GEARUP, $5 million for dropout prevention, $4 million for Hispanic Serving Institutions, and $25 million for the Migrant Education Program.

Hispanics are the fastest growing minority group in the United States and they are projected to contribute two-thirds to the growth in the size of the high-school-age population over the next decade. Unfortunately, Hispanic students as a group lag far behind their peers on many academic indictors. For example, in 1998 thirty percent of all Latino 16–24 year olds were dropouts—1.5 million, more than double the dropout rate for Black (14 percent) and more than three times the rate for Whites (8 percent). Overall, Hispanic students consistently perform below the national average in the National Assessment of Educational Progress—NAEP. The latest NAEP results—2000 show that the percentage of 4th graders scoring above the proficient level nationwide was 16 percent for Hispanics and 40 percent for non-Hispanic whites in reading and 10 percent for Hispanics and 34 percent for whites in math. Disparities begin as early as kindergarten and remain through age 17. By age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics and science proficiency. The increased funding included in this amendment will have a tremendous impact on addressing these serious gaps.

I appreciate the efforts made by our chairman, Senator HARKIN, on this bill overall. Due to his efforts and the efforts of his ranking member, Senator SPECTER, the bill includes significant increases for many education programs crucial to the Hispanic students and to all children. I want to thank both Senators for helping us to provide additional funds for these programs.

Mr. HARKIN. I appreciate the Senator's efforts on this amendment. I strongly support these programs and agree we must make sure Hispanic students have the opportunity to succeed. That's why Senator SPECTER and I were pleased to include substantial increases for these programs. Unfortunately, because we chose to honor our commitment to stay on track to double the funding for NIH, and because we preserved funding for renovation which is also important to schools serving Hispanic students, we had less to spend on education than our House counterparts.

I am pleased that, by adopting this amendment, we will be able to increase HEP by $3 million—a 15 percent increase, CAMP by $5 million—a 50 percent increase, the HSI program by million for HSIs, $405 million for Migrant Education, and $600 million for Bilingual Education. Our amendment also includes $285 million for GEARUP and $805 million for TRIO; both programs prepare disadvantaged students to pursue and attend postsecondary education.

Mr. SPECTER. I join my colleagues in supporting this amendment. Senator HARKIN and I have always tried to work together to make sure federal resources are directed toward helping children who otherwise might not have access to a high quality education. This amendment clearly furthers that objective and I am pleased to accept it as part of the managers' package.

Mr. DASCHLE. I would like to join the Senator from New Mexico in thanking the chairman and ranking member for their help on this amendment, and for their hard work on this bill. I know they do their best to accommodate the myriad requests they have received to fund many very worthwhile programs, and to try to address the many crucial challenges facing our public education system. I do agree with my colleagues that we must make sure that our schools do a much better job in serving our growing population of Hispanic children. As the Senator from New Mexico has pointed out, too many have not had access to the strong schools and well-trained teachers who can help them succeed academically for the sake of their own futures and for the benefit of our nation as a whole. I would strongly urge the chairman and ranking member to do their best to provide further increases for these important programs, particularly for bilingual education, migrant education, and GEARUP, during the conference on this bill.

Mr. BINGAMAN. If my colleagues will allow me to discuss this a little further, Senator KENNEDY and I would like to ask a few more questions. It is my understanding that, at the request of Senator HUTCHISON, the Senators have agreed to work with their colleagues in the House during conference negotiations to further increase funding for Hispanic Serving Institutions to $81.5 million?

Mr. HARKIN. Yes, the House bill allocates $81.5 million for that program and we hope to recede to the House during conference negotiations.

Mr. BINGAMAN. I greatly appreciate this commitment. These are almost 20 HSIs in my home state and these schools desperately need additional funds to assist in the provision of a high quality education to the fastest-growing minority population. I yield to my colleague Senator KENNEDY who has shown tremendous leadership on issues related to education generally and has led the fight for improved services for disadvantaged students in our country. I thank him for his support.

Mr. KENNEDY. I commend Senator BINGAMAN and Senator DASCHLE for their leadership on this amendment. I also commend Senator Harkin and Senator Specter for their assistance on the amendment and for their impressive work on the entire bill.

All of the programs supported by this amendment deserve significant increases. The Senate bill will include an impressive 34 percent increase for Bilingual Education programs, which leverage state and local funds for instructional program improvement, and

help school districts implement curricula that help children with limited English proficiency learn English and succeed academically. There are more than 4 million LEP students attending our nation's schools and the number is increasing. Although the number of such students has grown dramatically in the last two decades, funding for federal bilingual education has not been increased accordingly. In fact, the Congressional Research Service found that funding for bilingual education after adjusting for inflation declined by 39 percent from fiscal year 1980 to fiscal year 1998.

I understand that our Chair, Senate HARKIN, has agreed to work with Senate SPECTER and the other members of the conference on this bill to provide further increases for this program during the conference negotiations. We hope to secure at least $700 million for the program, and more if at all possible. Does the Senator share that goal?

Mr. HARKIN. Yes, that is our goal.

Mr. KENNEDY. Also, as our colleagues know, the Senate bill reauthorizing the Elementary and Secondary Education Act provided that bilingual funds would be allocated under the current competitive program structure until the appropriation reaches $700 million. Even the authorized trigger of $700 million is not sufficient, however, to provide adequate level of support and services for all students with limited English proficiency. Over the past decade, the enrollment of these children in the nation's schools has grown at a dramatic rate—by 104 percent since 1989. More than half of all school teachers have LEP students in their classroom, and yet only one-third of these teachers have received sufficient training to serve these students.

For these reasons, the Senate passed the Lincoln-Kennedy amendment to the Senate version of H.R. 1, placing Title III on a path toward full funding over 7 years by authorizing $2.8 billion to adequately serve all students. We should work to increase funding for bilingual education to at least $700 million for 2002 to provide 1.1 million limited English proficient students with good instruction, quality programs, and well-qualified teachers. A minimum of $700 million is a needed start toward ensuring that schools can provide high quality instruction for these students, and the support that teachers need to do well to meet this goal.

Under the funding level included in the Senate bill, we intend the funds to be allocated under the current competitive program structure, as provided for in the Senate version of H.R. 1.

Mr. HARKIN. Let me assure the distinguished chairman of the HELP Committee that it is our intend to follow the direction of the authorizing committee on this point. As I have indicated, it is certainly my hope and intention to provide sufficient funds so that, if they are distributed under a formula, schools would be able to provide meaningful services to these children. I would like to clarify that, under the funds provided by this amendment, if we were ultimately unable to exceed this level of funding, my intention would be to distribute the funds on a competitive basis. We would support distributing the funds at this level as follows: $150 million for the Emergency Immigrant Education program, $16 for Foreign Language Assistance, $300 for the instructional services for limited English proficient students subpart 1, $21 million for support services subpart 2, and $129 million for professional development subpart 3.

Mr. BINGAMAN. I thank the chairman. A substantial increase for bilingual education is particularly important for my home State and your willingness to continue to work on increasing funds for this program is appreciated. In New Mexico, there are almost 70,000 LEP students—over 20 percent of our total student population the national average is 7.8 percent and only California has a larger percentage of LEP students—24 percent. I should note that this program also is essential to our Native American population. For many Native Americans, English is a second language. These students need educational programs that help preserve their native language while helping them to gain greater proficiency in English and to achieve in core academic subjects.

I also am pleased that we will be able to triple funding for the dropout prevention program that I sponsored in the Elementary and Secondary Education Act. In my home State, the annual Hispanic dropout rate was more than twice that of non-Hispanic whites in 1999. This program will provide funds to implement proven, research-based dropout prevention strategies and will help provide greater national coordination in our dropout prevention efforts.

I again express my thanks to Senators HARKIN and SPECTER for their support on this amendment and for their tremendous efforts on this bill. I am also grateful to the Majority Leader, Senator DASCHLE, and to Senator KENNEDY for their support with respect to this amendment.

EDUCATION

Mrs. CLINTON. Madam President, I rise today both to applaud the chair and minority ranking member of the Labor-HHS-Education Appropriations Committee for supporting needed investments in school construction—$925 million for States to make emergency renovations and repairs—and to raise my concerns about the two amendments currently being debated.

I applaud the Senators from New Hampshire and Louisiana for focusing the education debate on targeting title I funds to the highest poverty states and school districts. I, however, cannot support my colleagues' amendments.

Senator GREGG's amendment is a false choice. It takes needed money away from school construction, adds these funds to the new funds allocated to title I and ensures that they are distributed through the targeted formula. I agree that new title I funds should be distributed to states and school districts through the title I targeted formula, which provides more funding to those States and school districts with the highest child poverty rates and highest number of poor school-age children. But, we cannot support targeting at the expense of repairing our schools in the most urgent need of renovation.

You may have heard me tell the story of a fourth grade teacher at the 82-year-old Mechanicville Elementary School, just north of Albany, who was struck in the head by concrete from the ceiling as she was teaching because the school was in such disrepair. In New York, children are attending schools in New York City built 100 years ago, and many students in Upstate New York are attending schools that were built 50 or 60 years ago. As Senator HARKIN so simply, yet so aptly, phrased it in this debate in opposition to Senator GREGG's amendment: ''It is unfair to put poor kids in poor schools.''

It is imperative that as a body we place a national priority on making the most urgent repairs to our school and that we target as much of the education funding as possible to our highest-need school districts. We cannot choose one over the other. We must do both.

Senator LANDRIEU's effort amendment focuses on the second issue: How we can best target title I funds to our highest poverty schools? I applaud her for her effort to try to both send more money to States through the targeted formula and to reward States for their effort and equity of targeting funding within States. I cannot support Senator LANDRIEU, however, as it would result in New York State receiving $17 million less than what is currently in the chairman's mark.

I would like to take a moment to explain to this body the situation that New York schools and school children face in the wake of the September 11th terrorist attacks and a suffering economy. It has been estimated that as a result of the economic situation in New York the State will face a $10 billion shortfall in State revenues over the next 18 months. In addition, Comptroller Carl McCall has identified $940 million in potential State and local government costs due to the current confluence of negative events. Local governments outside of New York City could experience reductions in tax revenues of up to $300 million. Already, the comptroller lists 36 units of local government that are experiencing some level of fiscal distress. It is expected that the uncertainty of State assistance and the declining economy will only add to the current distress of these communities and will add more communities to this list.

This shortfall and the weakening economy are already adversely impacting our largest schools districts. In a

recent survey conducted by the New York State School Boards Association, 31 percent of school districts indicated that they will be forced to borrow and incur additional costs if more aid is not forthcoming and 70 percent of school districts revealed that they had tapped reserve funds that they will need to replenish. In Buffalo, the schools have a $28.3 million shortfall, which could mean 400–500 teachers and other school personnel cut at a time when the district is already struggling to find certified teachers to teach students. In New York City, the school board is short $400 million; they are already cutting afterschool programs and guidance counselors at a time when students in the city most need extra attention and assistance. In Rochester, they are short $21.7 million; in Yonkers, they are short $57 million; and, in Syracuse, they are short $8 million. And I could go on and on.

This adverse impact on our schools is happening at a time when we are debating an education bill that would put new Federal mandates on schools—and, I would argue, needed accountability. But how can we ask our schools to incur new costs to implement testing for all students in grades 3 through 8? How can we expect our schools to hire only certified teachers when they are laying off teachers left and right and raising class sizes because they don't have resources to support new teachers?

This appropriations bill begins to make a difference. It invests in emergency school repairs and renovations for our schools that are most urgently in need of repair; it significantly increase funding for teacher quality and teacher recruitment; and it invests an additional $1 billion in special education. But it is just not enough.

I believe that there are three things that we need to do.

We need to fully fund IDEA. This body passed the Harkin-Hagel amendment on ESEA, which would move special education funding to the mandatory side and would increase special education funding by $2.5 billion each year for the next 10 years. Why will this make a difference in towns across New York, in the Buffalos and New York Cities, but also in the smaller cities and towns from Oswego, to Utica, to Massena to Roosevelt? Due to the failure of the Federal Government to live up to its promise of funding 40 percent of special education funding and the decrease in State shares of special education over time, the burden on local communities has increased from 39 to 45 percent of the share of special education funding.

If we fully fund IDEA, New York's share of special education funding would rise from $430.2 million, which we received in fiscal year 2001, to $595.4 million in fiscal year 2002—a $165.2 million increase in the first year. This increase would begin to make good on the Federal Government's commitment to fully fund IDEA and, most importantly, it would help our communities by freeing up local funds for other necessary education investments.

I will fight my heart out to ensure that this amendment is part of the final education bill that Congress will consider in the weeks ahead.

We need to better target title I funding. To date, the Congress has never appropriated funds through the title I targeted formula. This formula provides needed money for States with the highest percentage of children in poverty and the highest number of poor school age children. New York is a State that would benefit tremendously from distributing new title I funds through this formula. In fact, if we distributed all title I funds above the fiscal year 2001 level through the targeted formula, New York would receive approximately 39 percent more in title I funding than it received last year. I will be fighting hard in the education conference to ensure that we do more to distribute funds through the targeted formula to help those states with the highest percentage and highest number of poor school age children.

And I believe that we need to provide a bail-out for schools across the country that are suffering as a result of the September 11 terrorist attacks and economic downturn. We cannot turn a blind eye to our schools and allow them to take the hit of a downturned economy that has resulted from the terrorist attacks of September 11th. I will be working with my colleagues to develop an education assistance package as part of the economic stimulus bill that this body will soon consider.

Mr. HARKIN. Madam President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

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

The PRESIDING OFFICER (Mr. DODD). Without objection, it is so ordered.

Mr. REID. Mr. President, the Senators from Arizona and California are in the Chamber. It is my understanding they wish to introduce some legislation.

Mrs. FEINSTEIN. That is correct.

Mr. REID. The Senator from Iowa has not completed his work on the bill. He is waiting for some things to happen in the next few minutes.

Can the Senators indicate how much time they want to take?

Mrs. FEINSTEIN. I say to Senator REID, thank you very much. We could probably do it within 5 to 10 minutes.

Mr. REID. Mr. President, I ask unanimous consent Senators KYL and FEINSTEIN allowed to speak for up to 6 minutes each.

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

The Senator from California.

(The remarks of Mrs. FEINSTEIN, Mr. KYL, and Ms. SNOWE pertaining to the introduction of S. 1627 are printed in today's RECORD under ''Statements on Introduced Bills and Joint Resolutions.'')

The PRESIDING OFFICER. The Senator from Iowa.

AMENDMENTS NOS. 2076 THROUGH 2087, EN BLOC

Mr. HARKIN. Mr. President, I have a list of managers' amendments that has been approved by both sides and which I send to the desk.

The PRESIDING OFFICER. The clerk will report.

The legislative clerk read as follows:

The Senator from Iowa [Mr. HARKIN] proposes amendments numbered 2076 through 2087, en bloc.

Mr. HARKIN. Mr. President, I ask unanimous consent that reading of the amendments be dispensed with.

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

The amendments are as follows:

AMENDMENT NO. 2076

(Purpose: Provide current year funding for the National Skills Standards Board)

On page 2, line 19 after ''of such Act;'' insert ''of which $3,500,000 is available for obligation October 1, 2001 until expended for carrying out the National Skills Standards Act of 1994;''.

On page 2, beginning on line 24, strike out '', and $3,500,000 shall be for carrying out the National Skills Standards Act of 1994''.

AMENDMENT NO. 2077

(Purpose: Administrative expenses reduction)

On page 93, after line 12, insert the following:

SEC. 521. Amounts made available under this Act for the administrative and related expenses for departmental management for the Department of Labor, the Department of Health and Human Services, and the Department of Education, shall be reduced on a pro rata basis by $98,500,000: *Provided*, That this provision shall not apply to the Food and Drug Administration and the Indian Health Service: Provided further, That not later than 15 days after the enactment of this Act, the Director of the Office of Management and Budget shall report to the Senate Committee on Appropriations the accounts subject to the pro rata reductions and the amount to be reduced in each account.

AMENDMENT NO. 2078

(Purpose: Provide for increased funding for automatic external defibrillators in rural communities, offset by administrative cost reductions)

On page 22, line 18 after ''Awareness Act,'' strike $5,488,843,000'' and insert in its place ''$5,496,343,000''.

On page 24, line 8 before the period insert the following '': *Provided further*, That of the amount provided for Rural Health Outreach Grants, $12,500,000 shall be available to improve access to automatic external defibrillators in rural communities''.

AMENDMENT NO. 2079

(Purpose: To provide additional funding to carry out the Ecstasy Anti-Proliferation Act of 2000)

On page 34, line 13, strike ''$3,073,456,000'' and insert ''$3,088,456,000: *Provided*, That $10,000,000 shall be made available to carry out subtitle C of title XXXVI of the Children's Health Act of 2000 (and the amendments made by such subtitle)''.

AMENDMENT NO. 2080

(Purpose: To increase the appropriation for the Promoting Safe and Stable Families program)

On page 43, line 23, after the period, add the following:

''In addition, for such purposes, $70,000,000 to carry out such section.''

AMENDMENT NO. 2081

(Purpose: To increase the appropriation for the Close Up Fellowship Program)

On page 57, line 24, before the period, add the following: '': *Provided further*, That $2,500,000 shall be available to carry out part E of title II, including administrative expenses associated with such part.''

AMENDMENT NO. 2082

(Purpose: To make funding available under title V of the Public Health Service Act for mental health providers serving public safety workers affected by the terrorist attacks of September 11, 2001)

On page 34, line 13, before the period insert: '': *Provided further*, That $5,000,000 shall be available for mental health providers serving public safety workers affected by disasters of national significance''.

AMENDMENT NO. 2083

(Purpose: To provide funding for cancer prevention and screening programs under the Radiation Exposure Compensation Act Amendments of 2000)

On page 54, between lines 15 and 16, insert the following:

SEC. 225. For the Health Resources and Services Administration, $5,000,000 for grants for education, prevention, and early detection of radiogenic cancers and diseases under section 417C of the Public Health Service Act (42 U.S.C. 285a-9) (as amended by the Radiation Exposure Compensation Act Amendments of 2000), of which $1,000,000 shall be available to enter into a contract with the National Research Council under which the Council shall—

(1) review the most recent scientific information related to radiation exposure and associated cancers or other diseases;

(2) make recommendations to—

(A) reduce the length of radiation exposure requirements for any compensable illnesses under the Radiation Exposure Compensation Act (42 U.S.C. 2210 note); and

(B) include additional illnesses, geographic areas, or classes of individuals with the scope of compensation of such Act; and

(3) not later than June 30, 2003, prepare and submit to the Committee on Appropriations, Committee on Health, Education, Labor, and Pensions, and Committee on the Judiciary of the Senate and the Committee on Appropriations, Committee on Energy and Commerce, and Committee on the Judiciary of the House of Representatives, a report describing the findings made by the Council under paragraphs (1) and (2).

AMENDMENT NO. 2084

(Purpose: To provide funding for Hispanic education programs)

On page 40, line 16, strike ''5.9'' and insert ''5.7''.

On page 54, between lines 15 and 16, insert the following:

SEC. 522. Effective upon the date of enactment of this Act, $200,000,000 of the amount appropriated under section 403(a)(4)(F) of the Social Security Act (42 U.S.C. 603(a)(4)(F)) is rescinded.

On page 54, line 25, strike ''$11,879,900,000, of which $4,104,200,000'' and insert ''$11,912,900,000, of which $4,129,200,000''.

On page 56, line 25, strike ''$8,717,014,000'' and insert ''$8,723,014,000''.

On page 57, line 18, strike ''$10,000,000'' and insert ''$15,000,000''.

On page 58, line 11, strike ''$516,000,000'' and insert ''$616,000,000''.

On page 64, line 16, strike ''$1,764,223,000'' and insert ''$1,826,223,000''.

AMENDMENT NO. 2085

(Purpose: To express the sense of the Senate concerning research on, and services for individuals with, post-abortion depression and psychosis)

At the appropriate place, insert the following:

SEC. 226. It is the sense of the Senate that—

(1) the Secretary of Health and Human Services, acting through the Director of NIH and the Director of the National Institute of Mental Health (in this section referred to as the ''Institute''), should expand and intensify research and related activities of the Institute with respect to post-abortion depression and post-abortion psychosis (in this section referred to as ''post-abortion conditions'');

(2) the Director of the Institute should coordinate the activities of the Director under paragraph (1) with similar activities conducted by the other national research institutes and agencies of the National Institutes of Health to the extent that such Institutes and agencies have responsibilities that are related to post-abortion conditions;

(3) in carrying out paragraph (1)—

(A) the Director of the Institute should conduct or support research to expand the understanding of the causes of, and to find a cure for, post-abortion conditions; and

(B) activities under such paragraph should include conducting and supporting the following:

(i) basic research concerning the etiology and causes of the conditions;

(ii) epidemiological studies to address the frequency and natural history of the conditions and the differences among racial and ethnic groups with respect to the conditions;

(iii) the development of improved diagnostic techniques;

(iv) clinical research for the development and evaluation of new treatments, including new biological agents; and

(v) information and education programs for health care professionals and the public; and

(4)(A) the Director of the Institute should conduct a national longitudinal study to determine the incidence and prevalence of cases of post-abortion conditions, and the symptoms, severity, and duration of such cases, toward the goal of more fully identifying the characteristics of such cases and developing diagnostic techniques; and

(B) beginning not later than 3 years after the date of the enactment of this Act, and periodically thereafter for the duration of the study under subparagraph (A), the Director of the Institute should prepare and submit to the Congress reports on the findings of the study.

AMENDMENT NO. 2086

(Purpose: To amend the Public Health Service Act to provide a short title for a children's traumatic stress program)

At the appropriate place, insert the following:

SEC. 227. Section 582 of the Public Health Service Act (42 U.S.C. 290hh–(f) is amended by adding at the end the following:

''(g) SHORT TITLE.—This section may be cited as the 'Donald J. Cohen National Child Traumatic Stress Initiative'.''.

Amendment No. 2087

(Purpose: To modify the calculation of State expenditures for eligible States under title IV of the Higher Education Act of 1965)

On page 73, between lines 4 and 5, insert the following:

SEC. 307. The requirement of section 415C(b)(8) of the Higher Education Act of 1965 (20 U.S.C. 1070c–2(b)(8)) shall not apply to a State program during fiscal year 2001 and the State expenditures under the State program for fiscal year 2001 shall be disregarded in calculating the maintenance of effort requirement under that section for each of the fiscal years 2002 through 2004, if the State demonstrates, to the satisfaction of the Secretary of Education, that it—

(1) allocated all of the funds that the State appropriated in fiscal year 2001 for need-based scholarship, grant, and work study assistance to the programs described in subpart 4 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070c et seq.); and

(2) did not participate in the program described in section 415E of the Higher Education Act of 1965 (20 U.S.C. 1070c–3a) in fiscal year 2001.

The PRESIDING OFFICER. Without objection, the amendments are considered en bloc and agreed to.

The amendments (Nos. 2076 through 2087) were agreed to en bloc.

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

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

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

The PRESIDING OFFICER (Mr. HARKIN). Without objection, it is so ordered.

MORNING BUSINESS

Mr. REID. Mr. President, I ask unanimous consent that the Senate now go into a period for morning business, with Senators permitted to speak therein for a period not to exceed 5 minutes.

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

THE STIMULUS PACKAGE

Mr. DURBIN. Mr. President, yesterday and the day before, there were some statements made in Washington that I would like to reflect on for a moment.

Yesterday, the President of the United States came before a group—I am not sure of the name of the group—and said to them at one point, in reflection on the economic stimulus package, that it was time for ''Congress to get to work.

I understand the President is prodding us to do our best and to work hard, and we should. But I would say to the President and to any who follow this that Congress has been working, and working hard, with this President since September 11, and before. Since September 11, we have been diligent every time the President has asked us for important legislation, whether it was the money he needed to execute