Reading Excellence Act, and for other purposes; to reauthorize the Mclntosh Act of 1990 to provide incentive grants to improve the quality of child care; to improve the quality of child care; to to do something about the child development block grants.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. REED (for himself, Mr. DODD, Mr. KENNEDY, Mrs. FEINSTEIN, Mr. INOUYE, and Mrs. MURRAY): S. 1479. A bill to amend the Child Care and Development Block Grant Act of 1990 to provide incentive grants to improve the quality of child care; to; to do something about the child development block grants.

The program I am presenting today with my colleagues would do what child care providers have argued must be done, and that is to give them additional resources so they can, in fact, improve the quality of day care—not simply the number of children in day care, but the quality of day care. If we do these things we are going to be in a stronger position to face the challenges ahead.

One of the greatest challenges for working families is the cost of day care for their children. I have been very pleased to note that this legislation has been endorsed by the USA Child Care, the Children’s Defense Fund, Catholic Charities of the United States, the Child Welfare League of America, the YMCA of the United States, the National Association of Child Care Resource and Referral Agencies, the National Head Start Association, the National Child Care Association, and a host of other agencies and organizations throughout the country.

They recognize, as I do, and as my colleagues who are introducing this legislation do, that we can talk a lot about child care, we can emphasize how important it is to families; we can stress the importance to our economy and to our long-run future in this country, but until we put real resources to work, we will not be able to meet the real needs of families. These needs are real, and they are in our face every day. I urge strong support for this legislation. Again, I thank and commend my colleagues who have joined me in this
effort: Senators DODD, KENNEDY, FRIED-STEIN, INOUYE, and MURRAY, and en-courage the United States. I believe if we make this investment in quality child care, we will be making one of the most important investments we can make in the future of this country and in the individual future of families throughout the United States.

I thank my colleagues for joining me, and I ask unanimous consent to have printed in the RECORD a copy of the legislation.

There being no objection, the bill was ordered to be printed in the RECORD, as follows:

S. 1765
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.
This Act may be cited as the “Child Care Quality Incentive Act of 2004.”

SEC. 2. FINDINGS AND PURPOSES.
(a) FINDINGS.—Congress makes the following findings:

(1) Research on early brain development reveals that much of a child’s growth is determined by early learning and nurturing care. Research also shows that quality early care and education leads to increased cognitive abilities, positive classroom learning behavior, increased likelihood of long-term school success, and greater likelihood of long-term economic and social self-sufficiency.

(2) Each day an estimated 13,000,000 children, including 6,000,000 infants and toddlers, spend more than their day in child care. However, a study in 4 States found that only 1 in 7 child care centers provide care that promotes healthy development, while 1 in 8 child care centers provide care that threatens the safety and health of children.

(3) Full-day child care can cost $4,000 to $10,000 per year.

(4) Although Federal assistance is available for child care, funding is severely limited. Even with Federal subsidies, many families cannot afford care. For families with young children and a monthly income under $2,100, the cost of child care typically consumes 25 percent of their income.

(5) Pursuance of rates, the maximum the State will reimburse a child care provider for the care of a child who receives a subsidy, are too low to ensure that quality care is accessible to all families.

(6) Low payment rates directly affect the kind of care children get and whether families can find quality child care in their communities. In many instances, low payment rates force child care providers to cut corners in ways that lower the quality of care for children, including reducing number of staff, eliminating staff training opportunities, and cutting enriching educational activities and services.

(7) Children living in quality child care are more likely to have delayed reading and language skills, and display more aggression toward other children and adults.

(8) Increased payment rates lead to higher quality child care as child care providers are able to attract and retain qualified staff, provide salary increases and professional training programs, changes to job titles and healthy environment, and purchase basic supplies and developmentally appropriate educational materials.

(b) PURPOSE.—The purpose of this Act is to improve the quality of, and access to, child care by increasing child care payment rates.

SEC. 3. INCENTIVE GRANTS TO IMPROVE THE QUALITY OF CHILD CARE.
(a) FUNDING.—Section 658B of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858) is amended—

(1) by striking “There” and inserting the following:

“(a) Authorization of Appropriations.—

There:”

and (2) by adding at the end the following:

“(b) Appropriation of Funds for Grants to Improve the Quality of Child Care.—The Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), is amended by inserting after section 658B the following:

SEC. 658B1. GRANTS TO IMPROVE THE QUALITY OF CHILD CARE.

“(a) Authority.—

(1) IN GENERAL.—The Secretary shall use the amount appropriated under section 658B(b) for a fiscal year to make grants to eligible States in accordance with this section.

(2) ANNUAL PAYMENTS.—The Secretary shall make annual payments to each eligible State out of the allotment for that State determined under subsection (c).

(3) ELIGIBLE STATES.—

(1) IN GENERAL.—In this section, the term ‘eligible States’ means a State that—

(A) has conducted a survey of the market rates for child care services in the State within the 2 years preceding the date of the submission of an application under paragraph (2); and

(B) has submitted an application in accordance with paragraph (2).

(2) APPLICATION.—

(A) IN GENERAL.—To be eligible to receive a grant under this section, a State shall submit an application to the Secretary at such time, in such manner, and accompanied by such information, in addition to the information required under paragraph (B), as the Secretary may require.

(B) INFORMATION REQUIRED.—Each application submitted for a grant under this section shall—

(i) detail the methodology and results of the State market rates survey conducted pursuant to paragraph (1)(A);

(ii) describe the State’s plan to increase payment rates from the initial baseline determined under clause (i); and

(iii) describe how the State will increase payment rates in accordance with the market survey findings.

(3) CONTINUING ELIGIBILITY REQUIREMENTS.—The Secretary may make an annual payment under this section to an eligible State only if—

(A) the Secretary determines that the State has made progress, through the activities assisted under this subsection, in maintaining increased payment rates; and

(B) at least once every 2 years, the State conducts an update of the survey described in paragraph (1).

(4) REQUIREMENT OF MATCHING FUNDS.—

(A) IN GENERAL.—To be eligible to receive a grant under this section, the State shall provide 25 percent of the amount for which the State is reimbursed to providers for subsidized child care.

(B) DETERMINATION OF STATE CONTRIBUTIONS.—State contributions shall be in cash.

Amounts provided by the Federal Government may not be included in determining the amount of such State contributions.

(c) ALLOTMENTS TO ELIGIBLE STATES.—The amount appropriated under section 658B(b) for a fiscal year shall be allotted among the eligible States in the same manner as amounts are allotted under section 658(b).

(d) USE OF FUNDS.—

(1) PRIORITY USE.—An eligible State that receives a grant under this section shall use the funds received to significantly increase the payment rate for the provision of child care assistance in accordance with this subchapter up to the 100th percentile of the market rate survey described in subsection (b)(1)(A).

(2) ADDITIONAL USES.—An eligible State that demonstrates to the Secretary that the State has achieved a payment rate of the 100th percentile of the market rate survey described in subsection (b)(1)(A) may use funds received under a grant made under this section for any other activity that the State demonstrates to the Secretary will enhance the quality of child care services provided in the State.

(3) PAYMENT RATE.—In this section, the term ‘payment rate’ means the rate at which the Federal funds are reimbursed to providers for subsidized child care.

(4) SUFFICIENT NOT SUPPLANT.—Amounts provided to a State under this section shall be used to supplement and not supplant other Federal, State, or local funds provided to the State under this subchapter or any other program of the Federal Government.

(e) EVALUATIONS AND REPORTS.—

(1) STATE EVALUATIONS.—Each eligible State shall submit to the Secretary, at such time and in such manner as the Secretary may require, information regarding the State’s efforts to increase payment rates and the impact increased rates are having on the quality of, and accessibility to, child care in the State.

(2) REPORTS TO CONGRESS.—The Secretary shall submit biennial reports to Congress on the information described in paragraph (1). Such reports shall include data from the applications submitted under subsection (b)(2) as a baseline for determining the progress of each eligible State in maintaining increased payment rates.

By Mr. MURKOWSKI (for himself, Mr. STEVENS, Mr. INOUYE, and Mr. AKAKA):

S. 1476. A bill to amend title XVIII of the Social Security Act to provide an increase in payments for physician services provided in health professional shortage areas in Alaska and Hawaii; to the Committee on Finance.

HEALTH PROFESSIONAL SHORTAGE IN ALASKA AND HAWAII

Mr. MURKOWSKI: Mr. President, I rise today to introduce legislation co-sponsored by my colleagues Senator Stevens, Senator Inouye, and Senator Inouye which will help to alleviate some of the financial hardships that currently face physicians who practice in remote areas of Alaska and Hawaii. Access to health care is the over-riding problem for Alaska’s elderly. Almost weekly, I receive letters from seniors in Alaska who tell me that their doctor is no longer willing to accept Medicare patients. Why? Because
doctors in rural areas lose money on Medicare patients.

In 1997, as reported to Congress, the Physician Payment Review Commission recognized that low Medicare payments in rural areas affect physicians' willingness to see Medicare beneficiaries. In response, Congress provided a 10 percent bonus payment for all physician services provided in rural areas with the greatest degree of physician shortages. Unfortunately, reimbursement rates continue to be inadequate in Alaska and Hawaii where physicians must contend with extreme remoteness and high transportation costs. Alaska is currently 70 percent medically underserved.

The legislation which I am introducing today will increase the bonus payment for rural physicians in Alaska and Hawaii to 20 percent. By increasing these payments, physicians in Alaska and Hawaii will be better able to cover the additional costs which accompanies the delivery of health care in remote areas. Furthermore, this legislation will go far in helping Alaska and Hawaii retain current physician staffs and better meet the needs of Alaskan Native and Hawaiian Native communities.

Mr. President, I ask unanimous consent that the text of the bill be printed in the RECORD.

There being no objection, the bill was ordered to be printed in the RECORD, as follows:

S. 1476

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. INCREASE IN PAYMENTS FOR PHYSICIAN SERVICES PROVIDED IN HEALTH PROFESSIONAL SHORTAGE AREAS IN ALASKA AND HAWAII.

(a) In General.—Section 1938(m) of the Social Security Act (42 U.S.C. 1395(m)) is amended by inserting "(20 percent in such an area in Alaska or Hawaii)" after "10 percent ".

(b) AN EVALUATION.—The amount determined under subsection (a) shall be applied to physician services furnished on or after the date of enactment of this Act.

By Mr. DACSHLE (for himself, Mr. McCaIN and Mr. INOUYE):

S. 1478. A bill to amend part E of title IV of the Social Security Act to provide equitable access for foster care and adoption services to children in tribal areas; to the Committee on Finance.

IMPROVING FOSTER CARE AND ADOPTION SERVICES FOR NATIVE AMERICAN CHILDREN.

Mr. DACSHLE. Mr. President, today I am introducing, along with Senator McCaIN and Senator INOUYE, an important bill to correct an inequity in the law affecting many Native American children. Every year, for a variety of often tragic reasons, thousands of children across the country are placed in foster care. To assist with the cost of food, shelter, clothing, daily supervision and school supplies, foster parents of children who have come to them through state agency placements receive money through Title IV–E of the Social Security Act. Additionally, States reimbursing the administrative costs of training and data collection to support this program. Unfortunately, because of a legislative oversight, many income-eligible Native American children placed in foster care by tribal agencies do not receive foster care and adoption services to which all other income-eligible children are entitled.

Not only are otherwise eligible Native American children denied foster care maintenance payments, but this inequity also extends to children adopted through tribal placements. Currently, the IV–E program offers sporadic assistance for expenses associated with adoption and no assistance for training professional staff or parents involved in the adoption process under a tribal-state agreement.

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

Currently, some tribes and states have entered into IV–E agreements, but these arrangements are the exception. They also, by and large, do not include funds to train tribal social workers and other program administrators. This bill would authorize tribes to operate IV–E programs in the same manner as states. Upon approval of a tribal plan by HHS, the tribe would be able to provide services to income-eligible children under its custody. This bill would also allow children in tribal custody to receive foster care payments where a tribe chooses not to operate the entire program if adequate arrangements are made between the tribe and the state for provision of child welfare services and protections required by Title IV–E.

The bill we are introducing today would:

- Authorize reimbursement of Title IV–E entitlement programs for tribal placements in foster and adoptive homes;
- Authorize tribal governments to receive direct funding from the Department of Health and Human Services for training and administration of IV–E programs (tribes must have HHS-approved programs);
- Allow the Secretary flexibility to modify the requirements of the IV–E law for tribes if those requirements are not appropriate to the needs of Native American children and if the tribal plans include alternative provisions that would achieve the purpose of the requirement that is altered or waived; and
- Allow continuation of tribal-state IV–E agreements.

In 1997, as reported, HHS found that the best way to serve this underfunded group is to provide direct assistance to tribal governments and qualified tribal families. This bill would not reduce the entitlement funding for states, as they would continue to be reimbursed for expenses under the IV–E program. I strongly believe Congress should address this oversight and provide equitable benefits to Native American children under the jurisdiction of their tribal governments, and I hope my colleagues will join me in supporting this bill.

Mr. President, I ask unanimous consent that the text of the bill be printed in the RECORD.

There being no objection, the bill was ordered to be printed in the RECORD, as follows:

S. 1478

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. AUTHORITY OF INDIAN TRIBES TO RECEIVE FEDERAL FUNDS FOR FOSTER CARE AND ADOPTION ASSISTANCE.

(a) CHILDREN PLACED IN TRIBAL CUSTODY ELIGIBLE FOR FOSTER CARE FUNDING.—Section 472(a)(2) of the Social Security Act (42 U.S.C. 672(a)(2)) is amended—

(1) by striking "or (B)" and inserting "(B)"; and

(2) by inserting before the semicolon the following: "or (C) in lieu of the requirement of section 471(a)(3), identify the service area or areas for which a tribe seeks approval under section 471(a)(3) and in the case of an Indian tribe (as defined in section 4(4) of the Indian Child Welfare Act of 1978 (25 U.S.C. 1903(4))) if the tribe is not operating a program pursuant to section 479B and (i) has an agreement with a State pursuant to section 479B(b) or (ii) submits to the Secretary a description of the arrangements, jointly developed or in consultation with the State, made for the payment of funds and the provision of the child welfare services and protections required by this title.

(b) PROGRAMS OPERATED BY INDIAN TRIBAL ORGANIZATIONS.—Part E of title IV of the Social Security Act (42 U.S.C. 670 et seq.) is amended by adding after section 479B the following:

"SEC. 479B. (a) Except as provided in subsection (b), this part shall apply to an Indian tribe that chooses to operate a program under this part in the same manner as this part applies to a State."

(b)(1) In the case of an Indian tribe submitting a plan for approval under section 471, the plan shall—

"(A) in the lieu of the requirement of section 471(a)(3), identify the service area or areas and population to be served by the Indian tribe; and"

"(B) in the lieu of the requirement of section 471(a)(10), provide for the approval of foster homes pursuant to tribal standards and in a manner that ensures the safety of, and accountability for, children placed in foster care.

"(2)(A)(i) For purposes of determining the Federal medical assistance percentage applicable to an Indian tribe under paragraphs (1) and (2) of section 474, the calculation of an Indian tribe’s per capita income shall be based upon the service population of the Indian tribe as defined in its plan.

19156

CONGRESSIONAL RECORD—SENATE

August 3, 1999
school supplies, and liability insurance
ments to cover food, shelter, clothing,
state governments with approved
ended entitlement program for eligible
IV–E program operates as an open-
adequate care when placed in foster
gram is to ensure that children receive
the Title IV–E Foster Care and Adop-
tion Assistance Act. This important
the Title IV–E Foster Care and Adop-
ment that is to be altered or waived.
plans include alternative provisions that
served by the Indian tribe or tribes; and
subject to the right of either party to revoke
this part. Any such agreement that is in ef-
fect as of the date of the enactment of this
section shall remain in full force and effect
subject to the right of either party to revoke
or modify the agreement pursuant to its
terms.

(4) The Secretary may prescribe regula-
tions that alter or waive any requirement
under this part with respect to an Indian
tribe or tribes if the Secretary, after con-
sulting with the tribe or tribes, finds

(A) that the strict enforce-
ment of the requirement would not advance
the best interests and the safety of children
served by the Indian tribe or tribes; and

(B) provides in the regulations that tribal
plans include alternative provisions that
would achieve the purposes of the require-
ment that is to be altered or waived.

(5) For purposes of this section, the term
‘Indian tribe’ means any Indian tribe, band,
nation, or organized group or community of
Indians living within the area designated as
Alaska Native village that is recognized as eligible for the special
programs and services provided by the
United States to Indians because of their
status as Indians.

(6) Nothing in this section shall preclude
the development and submission of a single
plan under section 471 that meets the re-
quirements of such section by the partici-
pat ing Indian tribes of an intertribal consor-
rium.’’.

(c) EFFECTIVE DATE.—The amendments
made by this Act take effect on the date
of enactment of this Act.

Mr. McCAIN. Mr. President, I am
pleased to co-sponsor legislation with
my colleagues, Senators DASCHEL and
INOuye, to amend the Social Security
Act and extend eligibility for Indian
tribes to fully implement, like states,
the Title IV–E Foster Care and Adop-
tion Assistance Act. This important
legislation will finally allow Indian
children living in tribal areas to have
the same access to services of the Title
IV–E Foster Care and Adoption Assist-
ance Program enjoyed by other chil-
dren nationwide.

The purpose of the Title IV–E pro-
gram is to ensure that children receive
adequate foster care, that the costs of
foster care are covered, and that the
wrongdoing of the Department of
Health and Human Services in handling
the needs of Indian children. I applaud
the initiative, but this limited ap-
proach to dealing with the problem
will not extend to any other tribe who
may choose to administer
their own programs and the needs of
many Indian children will still be
unmet. I sincerely hope the Admin-
istration would seek to include more
tribes and other participants in the
demonstration program.

We sought to include similar eligi-
bility provisions in the 1996 Personal
Responsibility and Work Opportunity
Act, but were unsuccessful in finding
the necessary off-sets to pay for this
program.

The Congressional Budget Office
(CBO) estimates that this legislation
would cost $236 million over a five-year
period, which generally amounts to
less than one percent of total Federal
Title IV–E expenditures. While this legis-
lation does not currently include any
identified off-sets to pay for adding
tribal eligibility for this entitlement
program, I have assurances from Sen-
ators DASCHEL and INOuye that the in-
clusion of off-sets, prior to final pas-
sage, will in no way affect the Social
Security Trust Fund or increase the
federal debt. We have pledged to work
together to find necessary and agree-
able off-sets for this program.

Mr. President, enactment of this leg-
islation will bring an end to the dis-
parate treatment of eligible Indian
children under Title IV–E programs. I
urge my colleagues to correct this un-
fair oversight and make the benefits of
the Title IV–E entitlement program
available for all children as intended.

By Mr. GREGG (for himself, Mr.
LOTT, MS. COLLINS, MR. BROWNBACK,
MR. HAGEL, MR. COVERDELL, MR.
GORTON, MR. VOINOVICh, MR. MACK,
AND MR. SESSIONS):

S. 1479. A bill a amend the Ele-
mementary and Secondary Education
Act of 1965 to empower teachers, improve
student achievement through high-quality
professional development for teachers,
authorize the Reading Excellence
Act, and for other purposes; to the
Committee on Health, Education, Labor
and Pensions.

TEACHER EMPOWERMENT ACT

Mr. GREGG. Mr. President, to you I
am joined with my colleagues, Sen-
ators LOTT, COLLINS, BROWNBACK,
HAGEL, COVERDELL, GORTON, MACK,
VOINOVICh and SESSIONS in introducing
the Teacher Empowerment Act (TEA).
This Act is similar to H.R. 1995 which
recently passed the House.

The bill provides a little over $2 bil-
lion annually over 5 years by consolidat-
ing funds for Title II of ESEA, GOALS
2000 and Classroom Size into one
flexible funding stream for the pur-
purpose of increasing teacher quality and
the number of high quality teachers in
our schools.

Over 300 studies have found that
the number one contributor to student
achieve a high quality teacher. Outside of parental involvement, no other factor has as much impact on determining whether a student will succeed or fail in school. Unfortunately, we know that over 25% of those who enter the teacher workforce are poorly qualified to teach. Furthermore, we know that many teachers who are already in the classroom lack necessary skills or do not possess adequate knowledge of the subject area in which they teach.

Since teacher quality is the most significant determinant to student success and there is a shortage of high quality teachers in our schools, it is readily apparent that we need to focus our efforts on increasing teacher quality. Nothing else will improve our public schools or lead to increased student achievement. TEA does this through a variety of ways.

TEA improves teacher quality by requiring that professional development activities increase teacher knowledge and skills as well as student achievement. TEA builds upon extensive research on what type of professional development activities improve teacher knowledge and skills. First, and foremost, high quality professional development activities must be directly related to the curriculum and subject area in which the teacher provides instruction. Second, they must be of sufficient intensity and duration to have a positive and lasting impact. TEA only funds those professional activities that meet these requirements and only if the activities are tied to challenging State content and student performance standards.

Not only does TEA improve teacher quality, but it gives school districts the ability to retain and recruit high quality teachers. Many school districts, especially inner city and rural school districts, are unable to either attract or retain high quality teachers. Blanket classroom size reduction proposals, which can be resolved class size at all costs, only exacerbate the situation.

A recent Rand study found that California’s classroom size initiative led to more uncredentialed, underqualified teachers and an increase in teacher aides (rather than teachers) providing direct instruction to students. Inner city schools in Los Angeles actually witnessed a decrease in the number of qualified teachers, as many of those that were qualified left the inner city schools when jobs opened up in more affluent schools.

Clearly, school districts must be given the resources to not only recruit, but also to retain, high quality teachers. TEA accomplishes this through a variety of measures. It permits school districts to award differential pay to retain and recruit teachers in high need subject areas, such as math and science. It permits schools to provide signing bonuses to retain their best teachers and reduce the rate of attrition. TEA also creates Teacher Opportunity Payments (TOPS), payments that would be provided directly to teachers so they can choose their own professional development. Teachers have reported that professional activities selected by the school districts are often not as helpful as those activities they may have selected themselves. Under TOPS, if a group of teachers is not satisfied with the professional opportunities offered by the school district, they could request that the LEA pay for them to attend a professional development program of their choice, provided the program met the professional activity requirements under the Act. This means that science teachers could attend a local university that has a reputation for intensive professional development programs in math and science; programs that they otherwise might not have had the opportunity to attend.

I urge my colleagues to cosponsor TEA. TEA gives States and schools the resources and the flexibility to use those resources to retain, recruit, train and hire highly qualified teachers. I ask that the bill be printed in the RECORD.

The bill follows:

S. 1479

Reprinted by the Senate and House of Representatives of the United States of America in Congress assembled.

SECTION 1. SHORT TITLE.

This Act may be cited as the ‘‘Teacher Empowerment Act’’.

SEC. 2. TEACHER EMPowerment.

(a) IN GENERAL.—Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended—

(1) by striking the heading for title II and inserting the following:

‘‘TItLE II—TEACHER QUALITY’’:

(2) by repealing sections 2001 through 2003; and

(b) by amending part A to read as follows:

‘‘PART A—TEACHER EMPowerment

SEC. 201. PURPOSE.

The purpose of this part is to provide grants to States and local educational agencies, in order to assist their efforts to increase student academic achievement through such strategies as improving teacher quality.’’

Subpart 1—Grants to States

SEC. 2011. FORMULA GRANTS TO STATES.

(a) IN GENERAL.—In the case of each State that, in accordance with section 2014, submits to the Secretary and obtains approval of an application for a fiscal year, the Secretary shall make a grant for the year to the State for the uses specified in section 2012. The grant shall consist of the allotment determined for the State under subsection (b).

(b) Determination of Amount of Allotment.

(1) RESERVATION OF FUNDS.—The Secretary shall not reserve more than the total amount the outlying areas and the Commonwealth of Puerto Rico an amount equal to the total amount that such State received under the purposes described in paragraph (1) for any fiscal year.

(2) STATE ALLOTMENTS.—

(A) HOLD HARMLESS.—In the case of each State that, in accordance with section 2014, submits to the Secretary and obtains approval of an application for a fiscal year, the Secretary shall not reserve more than the total amount the outlying areas and the Commonwealth of Puerto Rico an amount equal to the total amount that such State received for fiscal year 1999 under—

(i) section 2202(b) of this Act (as in effect on the day before the date of enactment of the Teacher Empowerment Act); and


(B) Ratable Reduction.—If the total amount made available to carry out this subpart for any fiscal year and not reserved under paragraph (1), the Secretary shall allot to each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico an amount equal to the full amounts that all States are eligible to receive under clause (i) for any fiscal year, the Secretary shall ratably reduce such amounts for such fiscal year.

(C) ALLOTMENT OF ADDITIONAL FUNDS.—In the case of each State that, in accordance with section 2014, submits to the Secretary and obtains approval of an application for a fiscal year for which the total amount made available to carry out this subpart and not reserved under paragraph (1) exceeds the total amount made available to the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico for fiscal year 1999 under—

(i) section 2202(b) of this Act (as in effect on the day before the date of enactment of the Teacher Empowerment Act); and


(2) STATE ALLOTMENTS.—The Secretary shall make a grant for the year to the State for the uses specified in section 2012. The grant shall consist of the allotment determined for the State under subsection (b).

(3) by amending part A to read as follows:

‘‘PART A—TEACHER EMPowerment

SEC. 201. PURPOSE.

The purpose of this part is to provide grants to States and local educational agencies, in order to assist their efforts to increase student academic achievement through such strategies as improving teacher quality.’’

Subpart 1—Grants to States

SEC. 2011. FORMULA GRANTS TO STATES.

(a) IN GENERAL.—In the case of each State that, in accordance with section 2014, submits to the Secretary and obtains approval of an application for a fiscal year, the Secretary shall make a grant for the year to the State for the uses specified in section 2012. The grant shall consist of the allotment determined for the State under subsection (b).

(b) Determination of Amount of Allotment.

(1) RESERVATION OF FUNDS.—The Secretary shall not reserve more than the total amount the outlying areas and the Commonwealth of Puerto Rico an amount equal to the total amount that such State received under the purposes described in paragraph (1) for any fiscal year.

(2) STATE ALLOTMENTS.—

(A) HOLD HARMLESS.—In the case of each State that, in accordance with section 2014, submits to the Secretary and obtains approval of an application for a fiscal year, the Secretary shall not reserve more than the total amount the outlying areas and the Commonwealth of Puerto Rico an amount equal to the total amount that such State received for fiscal year 1999 under—

(i) section 2202(b) of this Act (as in effect on the day before the date of enactment of the Teacher Empowerment Act); and


(B) Ratable Reduction.—If the total amount made available to carry out this subpart for any fiscal year and not reserved under paragraph (1), the Secretary shall allot to each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico an amount equal to the full amounts that all States are eligible to receive under clause (i) for any fiscal year, the Secretary shall ratably reduce such amounts for such fiscal year.

(C) ALLOTMENT OF ADDITIONAL FUNDS.—In the case of each State that, in accordance with section 2014, submits to the Secretary and obtains approval of an application for a fiscal year for which the total amount made available to carry out this subpart and not reserved under paragraph (1) exceeds the total amount made available to the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico for fiscal year 1999 under—

(i) section 2202(b) of this Act (as in effect on the day before the date of enactment of the Teacher Empowerment Act); and

1999 under the authorities described in subparagraphs (A) through (C) of subsection (a), the Secretary shall allot to each of the States the sum of—

"(i) an amount that bears the same relationship to 50 percent of the excess amount as the number of individuals age 5 through 17 in the State, as determined by the Secretary based on the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the local educational agencies in the State, as so determined;

"(ii) an amount that bears the same relationship to 50 percent of the excess amount as the number of individuals age 5 through 17 from families with incomes below the poverty line in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined.

"(ii) EXCEPTION.—No State receiving an allotment under clause (i) may receive less than ¾ of 1 percent of the total excess amount allotted under clause (i) for a fiscal year.

"(3) REALLOTMENT.—If any State does not apply funds provided under this subsection for activities in the geographic area served by the agency, as determined by the Secretary for any fiscal year, the Secretary shall reallocate such amount to the remaining States in accordance with this subsection.

SEC. 2012. ALLOCATIONS WITHIN STATES.

"(a) USE OF FUNDS.—Each State receiving a grant under this subpart shall use the funds provided under the grant in accordance with this section to carry out activities for the improvement of teaching and learning.

"(b) REQUIRED AND AUTHORIZED EXPENDITURES.—

"(1) REQUIRED EXPENDITURES.—The Secretary may make a grant to a State under this subpart only if the State agrees to expend not less than 90 percent of the amount of the funds provided under the grant for the purpose of making subgrants to local educational agencies and eligible partnerships (as defined in section 2021(d)), in accordance with this subsection.

"(2) AUTHORIZED EXPENDITURES.—A State that receives a grant under this subpart may expend a portion equal to not more than 10 percent of the funds provided under the grant for the purpose of making subgrants to local educational agencies and eligible partnerships (as defined in section 2021(d)), in accordance with this subsection.

"(c) DISTRIBUTION OF SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES AND ELIGIBLE PARTNERSHIPS.—

"(i) ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—

"(A) IN GENERAL.—Subject to subparagraph (B), a State receiving a grant under this subpart shall distribute a portion equal to 80 percent of the amount described in subsection (b)(1) by allocating to each eligible local educational agency the sum of—

"(a) an amount that bears the same relationship to 50 percent of the portion as the number of individuals enrolled in public and private nonprofit elementary schools and secondary schools in the geographic area served by the agency bears to the number of individuals in the geographic areas served by all the local educational agencies in the State, as determined by the Secretary in the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the local educational agencies in the State, as so determined;

"(b) an amount that bears the same relationship to 50 percent of the portion as the number of individuals age 5 through 17 in the State, as determined by the Secretary based on the most recent satisfactory data, bears to the number of those individuals in the geographic areas served by all the local educational agencies in the State, as so determined; and

"(c) an amount that bears the same relationship to 50 percent of the portion as the number of individuals age 5 through 17 from families with incomes below the poverty line in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined.

"(2) DISTRIBUTION OF SUBGRANTS TO ELIGIBLE PARTNERSHIPS.—A State receiving a grant under this subpart shall distribute at least 3 percent of the amount described in subparagraph (A) to the eligible partnerships through the competitive process.

"(A) C OMPETITIVE PROCESS .—A State receiving a grant under this subpart shall select projects for subgrants through a competitive process.

"(B) COMPETITIVE SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES AND ELIGIBLE PARTNERSHIPS.—A State receiving a grant under this subpart shall distribute subgrants under this paragraph or developed using funds provided under this paragraph to entities eligible under this paragraph and carried out under that section or developed using funds provided under this paragraph (and commensurately developed using funds provided under subparagraph (A) of section 2021(d)).

"(C) PUBLIC ACCOUNTABILITY.—

"(i) (1) In general.—A State receiving a grant under this subpart shall make widely available to the public, including parents and students, the activities described in paragraph (1) through other means.

"(ii) Public Accountability.—A State receiving a grant under this subpart shall make widely available to the public, including parents and students, the activities described in paragraph (1) through other means.

"(ii) PUBLIC ACCOUNTABILITY.—

"(i) In general.—A State receiving a grant under this subpart shall make widely available to the public, including parents and students, the activities described in paragraph (1) through other means.

"(ii) Public Accountability.—A State receiving a grant under this subpart shall make widely available to the public, including parents and students, the activities described in paragraph (1) through other means.

"(i) In general.—A State receiving a grant under this subpart shall make widely available to the public, including parents and students, the activities described in paragraph (1) through other means.

"(ii) Public Accountability.—A State receiving a grant under this subpart shall make widely available to the public, including parents and students, the activities described in paragraph (1) through other means.
time, in such manner, and containing such information as the Secretary may reasonably require.

(b) CONTENTS.—Each application submitted under this section shall include the following:

(1) A description of how the State will ensure that a local educational agency receiving a subgrant to carry out subpart 3 will comply with the requirements of such subpart.

(2)(A) A description of the performance indicators that the State will use to measure the amount that local educational agencies and schools in the State with respect to—

(i) subject to section 2013(c)(2), improving student academic achievement, as defined by the State;

(ii) closing academic achievement gaps, as defined by the State, between groups described in section 2013(c)(2)(A)(1); and

(iii) increasing the percentage of classes in core academic subjects that are taught by highly qualified teachers.

(B) A description that the State will require each local educational agency and school in the State receiving funds under this part to publicly report information on the agencies' or school's annual progress, as measured by the performance indicators.

(3) A description of how the State will hold the local educational agencies and schools accountable for making annual gains toward meeting the performance indicators described in paragraph (2).

(a) REQUIRED ACTIVITIES.—(1) In general.—Each local educational agency that receives a subgrant to carry out this subpart shall use the subgrant to carry out the activities described in this subsection.

(B) Professional development activities, including—

(i) providing signing bonuses or other financial incentives to new teachers, such as differential pay, for teachers to teach in academic subjects in which there exists a shortage of such teachers within a school or the area served by the teacher.

(ii) establishing programs that—

(I) recruit professionals from other fields and provide such professionals with alternate routes to teacher certification, and

(II) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession, to teach.

(C) Implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool of teachers, including identifying teachers certified through alternative routes, and by implementing a system of intensive screening designed to hire the most qualified applicants.

(3) Initiatives to promote retention of highly qualified teachers and principals, including—

(A) programs that provide mentoring to newly hired teachers, such as mentoring from master teachers, and to newly hired principals;

(B) programs that provide other incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic success.

(4) Programs and activities that are designed to improve the quality of the teacher force, such as—

(A) innovative professional development programs (which may be through partnerships including institutions of higher education), including programs that train teachers to utilize technology to improve teaching and learning, that are consistent with the requirements of section 203;

(B) development and utilization of proven, cost-effective strategies for the implementation of professional development activities, such as through the utilization of technology and distance learning;

(C) professional development programs that provide instruction in how to teach children with different learning styles, particularly children with disabilities and children with special learning needs (including children who are gifted and talented); and

(D) professional development programs that provide instruction in how best to discipline children in the classroom and identify early and appropriate interventions to help children described in subparagraph (C) to learn.

(5) Programs and activities related to—

(A) tenure reform;

(B) innovative hiring and merit pay; and

(C) testing of elementary school and secondary school teachers in the academic subjects taught by such teachers.

(b) ALLOWABLE ACTIVITIES.—Each local educational agency that receives a subgrant to carry out this subpart may use the funds made available through the subgrant to carry out the following activities:

(1) Recruiting and certifying the charter teachers, including teachers certified through State and local alternative routes, in order to reduce class size, or hiring special education teachers.

(2) Initiatives to assist in recruitment of highly qualified teachers who will be assigned teaching positions within their fields, including—

(A) providing signing bonuses or other financial incentives to new teachers, such as differential pay, for teachers to teach in academic subjects in which there exists a shortage of such teachers within a school or the area served by the teacher.

(B) ensuring that teachers are trained in the utilization of technology to improve teaching and learning in all curriculum areas and academic subjects, as appropriate.

(3) Infrastructure development programs that provide new teachers, such as mentoring from master teachers, and to newly hired principals;

(4) Programs and activities that are designed to improve the quality of the teacher force, such as—

(A) innovative professional development programs (which may be through partnerships including institutions of higher education), including programs that train teachers to utilize technology to improve teaching and learning, that are consistent with the requirements of section 203;

(B) development and utilization of proven, cost-effective strategies for the implementation of professional development activities, such as through the utilization of technology and distance learning;

(C) professional development programs that provide instruction in how to teach children with different learning styles, particularly children with disabilities and children with special learning needs (including children who are gifted and talented); and

(D) professional development programs that provide instruction in how best to discipline children in the classroom and identify early and appropriate interventions to help children described in subparagraph (C) to learn.

(5) Programs and activities related to—

(A) tenure reform;

(B) innovative hiring and merit pay; and

(C) testing of elementary school and secondary school teachers in the academic subjects taught by such teachers.

(b) ALLOWABLE ACTIVITIES.—Each local educational agency that receives a subgrant to carry out this subpart may use the funds made available through the subgrant to carry out the following activities:
"SEC. 2032. PROFESSIONAL DEVELOPMENT FOR TEACHERS.

"(a) LIMITATION RELATING TO CURRICULUM AND ACADEMIC SUBJECTS.—

"(1) IN GENERAL.—Except as provided in paragraphs (2) and (3), funds made available to carry out this subpart may not be provided for a teacher and a professional development activity if the activity is not—

"(A) directly related to the curriculum and academic subjects in which the teacher provides instruction; or

"(B) designed to enhance the ability of the teacher to understand and use State standards for the academic subjects in which the teacher provides instruction.

"(2) The Teacher. — The term ‘teacher’ includes—

"(A) all teachers employed by a State to carry out this subpart,

"(B) any teacher who is employed by a local educational agency to carry out this subpart, and

"(C) any teacher who is employed by a school district or education service agency to carry out this subpart if the activity is directly related to the curriculum and academic subjects in which the teacher provides instruction; or

"(3) The Professional Development Activity. — The term ‘professional development activity’ means an activity described in subsection (a)(2) or (a)(4) of section 2031.

"SEC. 2033. TEACHER OPPORTUNITY PAYMENTS.

"(a) IN GENERAL.—A local educational agency receiving funds to carry out this subpart may (or in the case of section 2032(c)(3), shall) provide payments directly to a teacher or a group of teachers seeking opportunities to participate in a professional development activity of their choice.

"(b) NOTICE TO TEACHERS.—Each local educational agency distributing payments under this section—

"(1) shall establish and implement a timely process through which proper notice of availability of the payments will be given to all teachers in schools served by the agency; and

"(2) shall develop a process through which teachers will be specifically recommended by principals to participate in such opportunities by virtue of—

"(A) the teachers’ lack of full certification or licensing to teach the academic subjects in which the teachers teach; or

"(B) the teachers’ need for additional assistance to ensure that their students make progress toward meeting challenging State content standards and student performance standards;

"(c) SELECTION OF TEACHERS.—In the event that adequate funding is not available to provide payments under this section to all teachers seeking opportunities to participate in professional development activities specified in subsection (b)(2), a local educational agency shall establish procedures for selecting teachers for the payments, which shall provide priority for those teachers recommended under subsection (b)(2).

"(d) ELIGIBLE ACTIVITY.—A teacher receiving a payment under this section shall have met the criteria for the professional development activity that meets the criteria set forth in subsections (a) and (b) of section 2032.

"SEC. 2034. LOCAL APPLICATIONS.

"(a) IN GENERAL.—A local educational agency seeking to receive a subgrant from a State to carry out this subpart shall submit an application to the State—

"(1) at such time as the State shall require; and

"(2) that is coordinated with other programs carried out under this Act (other than programs carried out under this Act)."
“(ii) involves rigorous data analyses that are appropriate to test by a panel of experts and justify the general conclusions drawn;

“(iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

“(iv) has been accepted by a peer-reviewed journal that is approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”

“(b) CONFORMING AMENDMENT.—Section 9002(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7612(1)) is amended by striking ‘‘2102(b)’’ and inserting ‘‘2012’’.

SEC. 3. AMENDMENTS RELATING TO READING EXCELLENCE ACT.

(a) REPEAL OF PART B.—Part B of title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6641 et seq.) is repealed.

(b) READING EXCELLENCE ACT.—

(1) PART HEADING.—Part C of title II of such Act is redesignated as part B and the heading for such part B is amended to read as follows:

“PART B—READING EXCELLENCE ACT”.

(2) AUTHORIZATION OF APPROPRIATIONS.—

Section 2260(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6641(a)) is amended by adding at the end the following:

“(3) FISCAL YEARS 2001 THROUGH 2004.—There are authorized to be appropriated to carry out this part $300,000,000 for fiscal year 2001 and such sums as may be necessary for fiscal years 2002 through 2004.”

“(3) SHORT TITLE.—Title II of title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6661) is amended by adding at the end the following:

“SEC. 2261. SHORT TITLE.

This part may be cited as the ‘‘Reading Excellence Act’’.

SEC. 4. GENERAL PROVISIONS.

(a) IN GENERAL.—Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6641 et seq.) is repealed.

(1) by repealing part D;

(2) by redesignating part E as part C; and

(3) by repealing sections 2401 and 2402 and inserting the following:

“SEC. 2401. PROHIBITION ON MANDATORY NATIONAL CERTIFICATION OR LICENSING OF TEACHERS.

(a) PROHIBITION ON MANDATORY TESTING, CERTIFICATION, OR LICENSING.—Notwithstanding any other provision of law, the Secretary may not use Federal funds to plan, develop, implement, or administer any mandatory national teacher test or method of certification or licensing.

(b) PROHIBITION ON WITHHOLDING FUNDS.—The Secretary may not withhold funds from any State or local educational agency if such State or local educational agency fails to adopt a specific method of teacher certification or licensing.

“SEC. 2402. PROVISIONS RELATED TO PRIVATE SCHOOLS.

The provisions of sections 15403 through 15406 apply to programs carried out under this title.

“SEC. 2403. HOMECLOSES.

Nothing in this title shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether a home school is treated as a private school or primary, religious, or home school, whether a home school is treated as a private school or

SEC. 2404. PROVISIONS.

The provisions of sections 15403 through 15406 apply to programs carried out under this title.

“SEC. 2405. HOMECLOSES.

Nothing in this title shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether a home school is treated as a private school or

SEC. 2406. PROVISIONS RELATED TO PRIVATE SCHOOLS.

The provisions of sections 15403 through 15406 apply to programs carried out under this title.
this title be used for the purposes described in this title. This section shall not be construed to bar private, religious, or home schools from participating in or receiving programs or services under this title."

(b) Coordination.—

(1) COORDINATION.—Section 1202(c)(2)(C) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6802(c)(2)(C)) is amended by striking "PART C" and inserting "PART B".

(2) DEFINITION OF COVERED PROGRAM.—Section 14101(10)(C) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(10)(C)) is amended by striking "other than section 2103 and part D of such title".

(3) PRIVATE SCHOOL PARTICIPATION.—Section 14005(b)(1)(B) (20 U.S.C. 8805(b)(1)(B)) of such Act is amended by striking "other than section 2103 and part D of such title".

• Mr. MACK. Mr. President, I rise today to speak on behalf of the Teacher Empowerment Act, which is legislation introduced by my friend and colleague Senator WENTHOLD.

The Teacher Empowerment Act recognizes the expertise of our state and local governments in educating our children. American parents trust their teachers and principals to make appropriate educational decisions for their children. In reality, Washington bureaucrats have called the shots for far too long. The results indicate that in lieu of achievement, we now have reams of paperwork and a myriad of programs to address local problems at the national level. We can and must do better.

The Teacher Empowerment Act puts decision making authority back into the hands of local schools. It encourages states to implement innovative teacher reforms and high quality professional development programs to increase teacher knowledge and student achievement. Local schools would be encouraged to fund innovative programs such as teacher testing—a concept which I have strongly supported and which this body passed last year in a bipartisan vote—as well as tenure reform, merit-based pay, alternative routes to teacher certification, differential and bonus pay for teachers in high need subject areas, teacher mentoring, and in-service teacher academies.

Our children are counting on us to ensure that they receive an education second to none. That starts with exceptional teachers and schools that are able to evaluate the individual needs of its students. This bill returns to local schools the authority and accountability to accomplish these goals. I urge my colleagues to support this bill.

At the request of Mr. GRASSLEY, the name of the Senator from Virginia (Mr. ROBB) was added as a cosponsor of S. 37, a bill to amend title XVIII of the Social Security Act to repeal the restriction on payment for certain hospital discharges to post-acute care imposed by section 4407 of the Balanced Budget Act of 1997.

At the request of Mr. MOYNIHAN, the name of the Senator from Texas (Mr. GRAMM) was added as a cosponsor of S. 218, a bill to amend the Harmonized Tariff Schedule of the United States to provide for equitable duty treatment for certain wool used in making suits.

At the request of Mr. ROBB, the name of the Senator from Massachusetts (Mr. KERRY) was added as a cosponsor of S. 329, a bill to amend the Internal Revenue Code of 1986 to increase the State ceiling on private activity bonds.

At the request of Mr. BREAUX, the name of the Senator from Ohio (Mr. DeWINE) was added as a cosponsor of S. 459, a bill to amend the Internal Revenue Code of 1986 to increase the State ceiling on private activity bonds.

At the request of Mr. CAMPBELL, the name of the Senator from North Dakota (Mr. CONRAD), and the Senator from Washington (Mr. GORTON) were added as cosponsors of S. 484, a bill to provide for the granting of refuge status in the United States to nationals of certain foreign countries in which American Vietnam War POW/MIA or American Korean War POW/MIA may be present, if those nationals assist in the return to the United States of those POW/MIA alive.

At the request of Mr. BAUCUS, the name of the Senator from Utah (Mr. HATCH) was added as a cosponsor of S. 556, a bill to amend title 29, United States Code, to establish guidelines for the relocation, closing, consolidation, or construction of post offices, and for other purposes.

At the request of Mr. SARBANES, the names of the Senator from Massachusetts (Mr. KERRY), the Senator from New Mexico (Mr. BINGAMAN), and the Senator from Nebraska (Mr. KERREY) were added as cosponsors of S. 620, a bill to grant a Federal charter to Korean War Veteran Associations, Incorporated, and for other purposes.

At the request of Mr. DEWINE, the name of the Senator from Virginia (Mr. ROBB) was added as a cosponsor of S. 631, a bill to amend the Social Security Act to eliminate the time limitation on claims for immunosuppressive drugs under the medicare program to provide continued entitlement for such drugs for certain individuals after medicare benefits end, and to extend certain medicare secondary payer requirements.

At the request of Mr. MOYNIHAN, the name of the Senator from Massachusetts (Mr. KENNEY) was added as a cosponsor of S. 659, a bill to amend the Internal Revenue Code of 1986 to require pension plans to provide adequate cosponsors of S. 693, a bill to provide for full parity with respect to health insurance coverage for certain severe biologically-based mental illnesses and to prohibit limits on the number of mental illness-related hospital days and outpatient visits that are covered for all mental illness.

At the request of Mr. ROBB, the name of the Senator from Washington (Mr. GORTON) was added as a cosponsor of S. 693, a bill to assist in the enhancement of the security of Taiwan, and for other purposes.

At the request of Mr. WELLSTONE, the names of the Senator from Connecticut (Mr. DODD) and the Senator from South Dakota (Mr. JOHNSON) were added as cosponsors of S. 796, a bill to provide increased flexibility in use of highway funding, and for other purposes.

At the request of Mr. DORGAN, the name of the Senator from Louisiana (Ms. LANDREU) was added as a cosponsor of S. 1022, a bill to authorize the appropriation of an additional $1,700,000 for fiscal year 2000 for health care for veterans.

At the request of Mr. VOINOVICH, the name of the Senator from Colorado (Mr. ALLARD) was added as a cosponsor of S. 1144, a bill to provide increased flexibility in use of highway funding, and for other purposes.

At the request of Mr. DORGAN, the name of the Senator from Oregon (Mr. WYDEN) was added as a cosponsor of S. 1187, a bill to require the Secretary of the Treasury to mint coins in commemoration of the bicentennial of the Lewis and Clark Expedition, and for other purposes.

At the request of Mr. THOMPSON, the name of the Senator from Maine (Ms.