

Bob began his career at the Sanitation Districts in 1965 as a Project Engineer, after completing his Master of Science degree in Sanitary Engineering at Pennsylvania State University. He rose steadily through the ranks to become the Head of the Research Section of the Technical Services Department, the Assistant and finally the Head of the Technical Services Department, a position he has held for the past twenty years.

As Head of the Technical Services Department, he has overseen the day-to-day operations of a truly impressive organization. The Sanitation Districts serve five million people and nine thousand industries in Los Angeles County. In addition to providing advanced wastewater treatment and solid waste disposal, the Districts also perform effluent and water quality monitoring, laboratory support, scientific research, and importantly in Southern California's dry climate, reclamation of millions of gallons per day of water that can be reused to keep Los Angeles County green and replenish its vital aquifers. Bob Miele's leadership has been important in ensuring the great successes of these operations.

Bob is also deserving of highest commendations for the many outstanding contributions he has made to state and national organizations concerned with water quality and sanitation. Throughout his illustrious career he has served as a member, a chairman, and a founder of numerous organizations including: The California Association of Sanitation Agencies, the Southern California Coastal Water Research Project, the Waste Reuse Association of California, the Association of Metropolitan Sewerage Agencies, and others.

As a former Director of the Southeast Los Angeles County Sanitation District, I am very pleased to offer this tribute to Robert P. Miele for his outstanding record of exemplary service to he Los Angeles County Sanitation Districts and to extend sincere best wishes to him in his retirement.

CONGRATULATIONS J.W. "SKIP"
TINNEN UPON HIS RETIREMENT

HON. PAT DANNER

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Tuesday, September 14, 1999

Mr. DANNER. Mr. Speaker, my good friend and constituent, J.W. "Skip" Tinnen will soon be retiring from the board of directors of Saint Luke's Northland Hospital and I want to express my best wishes to him on this occasion.

Skip was first elected to the board of directors of the Spelman Memorial Hospital (which later became Saint Luke's Northland Hospital in 1978.) He served as an active member of the board until January 1999, when he was elected to Emeritus status, and he continues to serve in this capacity. He is the first member of the board of Saint Luke's Northland or Spelman Memorial Hospital to serve in this role.

Skip has actively served on many committees of the hospital board including Finance Committee; Long Range Planning Committee, Joint Conference Committee, Public Relations & Personnel Committee and Strategic Plan-

ning Committee. During the years 1994 and 1995 he had a perfect attendance at hospital board meetings. He has been very active in the expansion of the hospital facility. Also, he has been an active supporter of the philanthropic efforts of the hospital which include the golf classic and serving as vice president of the Spelman Medical Foundation.

Not only has Skip served the local health care community, he is also active in many civic and community organizations. He is the owner of the Plattsburg Leader newspaper and is very active with the Northwest Missouri Press Association.

Skip Tinnen's contributions to Saint Luke's Northland Hospital, the community, the sixth Congressional District of Missouri and our Nation should not go unnoticed. For all his many efforts on behalf of that which is good in our country, I want to say "Thank you, Skip, job well done."

INTRODUCTION OF THE UNIVERSAL PRE-KINDERGARTEN AND EARLY CHILDHOOD EDUCATION ACT OF 1999

HON. ELEANOR HOLMES NORTON

OF THE DISTRICT OF COLUMBIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, September 14, 1999

Ms. NORTON. Mr. Speaker, today, I rise to introduce the Universal Pre-Kindergarten and Early Childhood Education Act of 1999 (Universal Pre-K), a bill to begin the process of introducing universal pre-kindergarten into the nation's public schools by adding an additional grade in elementary school as an option for every 4-year-old child, and in some cases under 4, regardless of income. I seek to include my bill in the Elementary and Secondary Education Act (ESEA), which is scheduled to be reauthorized during this Congress. The authorization task will be to reshape the federal government's role to fit the challenges of the next century, which parents and school systems are already experiencing. In particular, the new science on brain development, decades of successful experience with high quality Head Start programs, and definitive data from an array of the best experts all indicate that the expansion of universal pre-kindergarten is the next frontier in education.

The bill I introduce today adds a section to Title X, Part I of ESEA, entitled the 21st Century Community Learning Centers, aimed at using schoolhouses as centers of neighborhoods. Under this new program, any school district in the United States may apply to the Department of Education to fund pre-kindergarten educational classrooms. Grants funded under this § 10905 of the ESEA totaled nearly \$100 million during fiscal year 1999, at an average of \$375,000 per three year grant. Universal Pre-K grants will seek to rapidly encourage school systems to permanently add pre-kindergarten classrooms to the elementary school grades and to their own school budgets, using the experience they acquire from the federally funded program. The bill will allow school districts throughout the United States to systematically begin organized 4-year-old classes to demonstrate how children

respond to earlier child education. Districts will craft models for capitalizing on the elusive window for early brain development, and the pre-kindergartens will provide an alternative for desperate parents who today are left to daycare with little, if any, educational component, or to the homes of people with no background in child development. Because the programs must be in regular school buildings with teachers equivalent to those who teach in other grades, widespread problems with unqualified aids, non-compliant building codes or inadequate facilities will be eliminated automatically. The program in this bill would not displace existing daycare programs as an option. Its purpose is to encourage local school budgets based on demonstrated experience provided by grants under this bill.

The new science shows that brain development determining lifelong learning begins much earlier in infants and children than was previously believed. The bipartisan Congressional Caucus for Women's Issues held hearings during the 105th Congress, which were among the first hearings to explore brain development in children from birth to age 3. Experts testified to new scientific evidence concerning the critical need for early brain stimulation beginning in infancy to assure that the child develops the necessary cognitive, linguistic, emotional and motor skills. During the early years, a child's brain begins to develop the neural connections that lay the foundation for the rest of life. According to experts, the longer the brain grows without sufficient stimulation during these critical first years, the less likely the child is to develop fully the neural connections needed for a wide variety of higher brain functions later in life. To lose the irreplaceable years at the beginning of a child's life when the brain is forming is to miss periods of development that cannot be retrieved.

Early childhood education is not new, of course, but beginning education in the very first years has just begun to be deeply explored. As early as 1647, Massachusetts required that children as young as three years of age learn to read the Bible. German immigrants brought kindergarten, designed to be a "play garden," to the United States in the mid-nineteenth century and often included children younger than 5 years of age. As early childhood education spread in this country in the latter part of that century, states such as Vermont and Connecticut incorporated kindergarten into the public school system. For the most part, however, the kindergartens of the late nineteenth and early twentieth centuries were supported by philanthropists as a way to free low-income mothers to work and to provide education as a way out of poverty. Today kindergarten is a universal option in the United States.

More recently, we have seen great success in many early education programs, including many Head Start programs, which target low-income children beginning at age three through third grade. The success of high quality Head Start and other pre-kindergarten programs combined with the new scientific evidence concerning the importance of brain development in the early years should compel the expansion of early childhood education to all of our children. Traditionally, early learning