

Whereas 3 of 4 food stamp recipients function at the lowest literacy levels;

Whereas millions of Americans are unable to hold a job or fully function in the workplace because they cannot read well enough to perform routine uncomplicated tasks;

Whereas almost 38 percent of African Americans and approximately 56 percent of Hispanics are illiterate, compared to only 14 percent of the Caucasian population, with such a disparity resulting in increased social and economic discrimination against those minorities;

Whereas 35 percent of older Americans operate at the lowest literacy levels, making it difficult to read basic medical instructions, thus prolonging illnesses and risking the occurrence of emergency medical conditions;

Whereas the cycle of illiteracy continues because children of illiterate parents are often illiterate themselves because of the lack of support they receive from their home environment;

Whereas Federal, State, municipal, and private literacy programs have been able to reach fewer than 10 percent of the total illiterate population;

Whereas it is vital to call attention to the problem of illiteracy, to understand the severity of the illiteracy problem and the detrimental effects of illiteracy on our society, and to reach those who are illiterate and unaware of the free services and help available to them; and

Whereas it is necessary to recognize and thank the thousands of volunteers and organizations, like Focus on Literacy, Inc., that work to promote literacy and provide support to the millions of illiterate persons needing assistance: Now, therefore, be it

Resolved, That the Senate—

(1) designates both July 2, 1999, and July 2, 2000, as "National Literacy Day"; and

(2) requests that the President issue a proclamation calling on the people of the United States to observe "National Literacy Day" with appropriate ceremonies and activities.

Mr. LAUTENBERG. Mr. President, I rise today to submit a resolution designating July 2, 1999, and July 2, 2000, as National Literacy Day.

Mr. President, the United States has one of the most sophisticated education systems in the world. We have more students enrolling in school than ever before, and more people attending college than ever before. But there is a significant part of the population that has been left behind—the ever growing population of people who can't read.

Mr. President, approximately 44 million adult Americans are functionally illiterate. That means somewhere between 21 to 23 percent of the adult population read below the fifth grade level and are unable to perform basic functions you and I do every day. People reading at that level usually cannot locate an intersection on a street map or fill out a social security application form. Older people who can't read may not be able to understand the instructions on a vial of prescription drugs, causing a potentially life-threatening situation.

Mr. President, it is not surprising that the inability to perform basic functions results in the inability of the illiterate population to fully partici-

pate in society. In fact, nearly half, or 43 percent, of the illiterate population lives in poverty. Other social problems associated with poverty are prevalent in the illiterate community, like the proclivity to commit crime, the need of welfare assistance, and the inability to get a job.

A majority of the prison population in this country is illiterate. A majority of people who receive food stamps is illiterate. People who are illiterate work less than half the amount of time in an average year than a fully literate person, and they earn approximately a third of the income. That is, Mr. President, if they hold jobs at all.

Mr. President, the Federal government, as well as state and local municipalities, have shown a steadfast dedication to eradicating illiteracy through financial assistance. In 1998 alone, the major adult education and literacy programs were funded at \$360 million. And millions more are spent on the state and local level, spent either by municipal government or donated by private sources.

Mr. President, my resolution designating July 2 as National Literacy Day is a nice complement to all the resources we spend on adult education and the effort to boost literacy rates. The more we do to identify illiteracy as a problem and the more we publicize what resources are available to citizens who want to learn how to read, the closer we are to winning the war against illiteracy.

Mr. President, for these reasons, I urge my colleagues to support this resolution.

AMENDMENTS SUBMITTED

EDUCATION FLEXIBILITY PARTNERSHIP ACT OF 1999

FEINSTEIN AMENDMENT NO. 52

(Ordered to lie on the table.)

Mrs. FEINSTEIN submitted an amendment intended to be proposed by her to the bill (S. 280) to provide for education flexibility partnerships; as follows:

At the end, add the following:

TITLE —STUDENT ACHIEVEMENT

SEC. 01. SHORT TITLE.

This title may be cited as the "Student Achievement Act of 1999".

SEC. 02. REMEDIAL EDUCATION.

(a) GRANTS AUTHORIZED.—The Secretary is authorized to award grants to high need, low-performing local educational agencies to enable the local educational agencies to carry out remedial education programs that enable kindergarten through grade 12 students who are failing or are at risk of failing to meet State achievement standards in the core academic curriculum.

(b) USE OF FUNDS.—Grant funds awarded under this section may be used to provide prevention and intervention services and

academic instruction, that enable the students described in subsection (a) to meet challenging State achievement standards in the core academic curriculum, such as—

(1) implementing early intervention strategies that identify and support those students who need additional help or alternative instructional strategies;

(2) strengthening learning opportunities in classrooms by hiring certified teachers to reduce class sizes, providing high quality professional development, and using proven instructional practices and curriculum aligned to State achievement standards;

(3) providing extended learning time, such as after-school and summer school; and

(4) developing intensive instructional intervention strategies for students who fail to meet the State achievement standards.

(c) APPLICATIONS.—Each local educational agency desiring to receive a grant under this section shall submit an application to the Secretary. Each application shall contain—

(1) an assurance that the grant funds will be used in accordance with subsection (b); and

(2) a detailed description of how the local educational agency will use the grant funds to help students meet State achievement standards in the core academic curriculum by providing prevention and intervention services and academic instruction to students who are most at risk of failing to meet the State achievement standards.

(d) CONDITIONS FOR RECEIVING FUNDS.—A local educational agency shall be eligible to receive a grant under this section if the local educational agency or the State educational agency—

(1) adopts a policy prohibiting the practice of social promotion;

(2) requires that all kindergarten through grade 12 students meet State achievement standards in the core academic curriculum at key transition points (to be determined by the State), such as 4th, 8th, 12th grades, before promotion to the next grade level;

(3) uses tests and other indicators, such as grades and teacher evaluations, to assess student performance in meeting the State achievement standards, which tests shall be valid for the purpose of such assessment; and

(4) has substantial numbers of students who are low-performing students.

(e) DEFINITIONS.—In this section:

(1) CORE ACADEMIC CURRICULUM.—The term "core academic curriculum" means curriculum in subjects such as reading and writing, language arts, mathematics, social sciences (including history), and science.

(2) LOCAL EDUCATIONAL AGENCY.—The term "local educational agency" has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

(3) PRACTICE OF SOCIAL PROMOTION.—The term "practice of social promotion" means a formal or informal practice of promoting a student from the grade for which the determination is made to the next grade when the student fails to meet the State achievement standards in the core academic curriculum, unless the practice is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)).

(4) SECRETARY.—The term "Secretary" means the Secretary of Education.

(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section \$500,000,000 for each of the fiscal years 2000 through 2004.

BAUCUS AMENDMENT NO. 53

(Ordered to lie on the table.)

Mr. BAUCUS submitted an amendment intended to be proposed by him to the bill, S. 280, supra; as follows:

At the end, add the following:

SEC. ____ SENSE OF SENATE.

(a) FINDINGS.—Congress makes the following findings:

(1) Research shows that the lack of consistent access to highly competent teachers adversely impacts student achievement.

(2) Teachers are the most basic educational resource that communities provide their students. All students deserve access to well prepared, high quality teachers.

(3) The Nation's schools will need to hire 2,200,000 teachers during the 10-year period following 1999. One-half to two-thirds of the teachers will be first-time teachers.

(4) High poverty urban and rural school districts face the greatest challenges in recruiting, supporting, and retraining teachers. The school districts will need over 700,000 teachers during the 10-year period following 1999.

(5) Thirty percent of newly hired teachers enter the teaching profession without having fully met State licensing standards.

(6) There are nationwide shortages of qualified mathematics, science, special education, foreign language, and bilingual teachers.

(7) While minority students make up more than 30 percent of our Nation's student population, only 13 percent of our Nation's teachers are minorities.

(8) Up to 40 percent of our Nation's students come from rural schools. But less than 22 percent of Federal funding goes to rural schools.

(b) SENSE OF SENATE.—It is the sense of the Senate that significant additional resources should be provided to increase the recruitment of high quality teachers in rural areas as well as high poverty urban areas.

DORGAN (AND BINGAMAN)
AMENDMENT NO. 54

(Ordered to lie on the table.)

Mr. DORGAN (for himself and Mr. BINGAMAN) submitted an amendment intended to be proposed by him to the bill, S. 280, supra; as follows:

At the end, add the following:

TITLE ____—STANDARDIZED SCHOOL REPORT CARDS

SEC. ____ 01. SHORT TITLE.

This title may be cited as the "Standardized School Report Card Act".

SEC. ____ 02. FINDINGS.

Congress makes the following findings:

(1) According to the report "Quality Counts 99", by *Education Week*, 36 States require the publishing of annual report cards on individual schools, but the content of the report cards varies widely.

(2) The content of most of the report cards described in paragraph (1) does not provide parents with the information the parents need to measure how their school or State is doing compared with other schools and States.

(3) Ninety percent of taxpayers believe that published information about individual schools would motivate educators to work harder to improve the schools' performance.

(4) More than 60 percent of parents and 70 percent of taxpayers have not seen an individual report card for their area school.

(5) Dissemination of understandable information about schools can be an important tool for parents and taxpayers to measure the quality of the schools and to hold the schools accountable for improving performance.

SEC. ____ 03. PURPOSE.

The purpose of this title is to provide parents, taxpayers, and educators with useful, understandable school report cards.

SEC. ____ 04. REPORT CARDS.

(a) STATE REPORT CARDS.—Each State educational agency receiving assistance under the Elementary and Secondary Education Act of 1965 shall produce and widely disseminate an annual report card for parents, the general public, teachers and the Secretary of Education, in easily understandable language, regarding—

(1) student performance in language arts and mathematics, plus any other subject areas in which the State requires assessments, including comparisons with students from different school districts within the State, and, to the extent possible, comparisons with students throughout the Nation;

(2) professional qualifications of teachers in the State, the number of teachers teaching out of field, and the number of teachers with emergency certification;

(3) average class size in the State;

(4) school safety, including the safety of school facilities and incidents of school violence;

(5) to the extent practicable, parental involvement, as measured by the extent of parental participation in school parental involvement policies described in section 1118(b) of the Elementary and Secondary Education Act of 1965;

(6) the annual school dropout rate, as calculated by procedures conforming with the National Center for Education Statistics Common Core of Data; and

(7) other indicators of school performance and quality.

(b) SCHOOL REPORT CARDS.—Each school receiving assistance under the Elementary and Secondary Education Act of 1965, or the local educational agency serving that school, shall produce and widely disseminate an annual report card for parents, the general public, teachers and the State educational agency, in easily understandable language, regarding—

(1) student performance in the school in reading and mathematics, plus any other subject areas in which the State requires assessments, including comparisons with other students within the school district, in the State, and, to the extent possible, in the Nation;

(2) professional qualifications of the school's teachers, the number of teachers teaching out of field, and the number of teachers with emergency certification;

(3) average class size in the school;

(4) school safety, including the safety of the school facility and incidents of school violence;

(5) parental involvement, as measured by the extent of parental participation in school parental involvement policies described in section 1118(b) of the Elementary and Secondary Education Act of 1965;

(6) the annual school dropout rate, as calculated by procedures conforming with the National Center for Education Statistics Common Core of Data; and

(7) other indicators of school performance and quality.

(c) MODEL SCHOOL REPORT CARDS.—The Secretary of Education shall use funds made available to the Office of Educational Re-

search and Improvement to develop a model school report card for dissemination, upon request, to a school, local educational agency, or State educational agency.

(d) DISAGGREGATION OF DATA.—Each State educational agency or school producing an annual report card under this section shall disaggregate the student performance data reported under subsection (a)(1) or (b)(1), as appropriate, in the same manner as results are disaggregated under section 1111(b)(3)(I) of the Elementary and Secondary Education Act of 1965.

JEFFORDS AMENDMENT NO. 55

Mr. JEFFORDS proposed an amendment to amendment No. 40 proposed by Mr. JEFFORDS to the bill, S. 280, supra; as follows:

In lieu of the matter proposed to be inserted, insert the following:

SEC. ____ IDEA.

SECTION 307 of the Department of Education Appropriations Act, 1999, is amended—

(1) in subsection (b)—

(A) by striking paragraph (2);

(B) in paragraph (1), by redesignating subparagraphs (A) and (B) as paragraphs (1) and (2), respectively; and

(C) by striking "(b)(1)" and inserting "(b)"; and

(2) by striking subsections (c) through (g) and inserting the following:

"(c) Each local educational agency that receives funds under this section shall use such funds to carry out activities under part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) in accordance with the requirements of such part."

MURRAY (AND KENNEDY)
AMENDMENT NO. 56

Mr. KENNEDY (for Mrs. MURRAY for herself and Mr. KENNEDY) proposed an amendment to the motion to recommit proposed by Mr. KENNEDY to the bill, S. 280, supra; as follows:

At the end of the bill, add the following:

SEC. ____ CLASS SIZE REDUCTION.

Title VI of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7301 et seq.) is amended by adding at the end the following:

"PART E—CLASS SIZE REDUCTION

"SEC. 6601. SHORT TITLE.

"This part may be cited as the 'Class Size Reduction and Teacher Quality Act of 1999'.

"SEC. 6602. FINDINGS.

"Congress finds as follows:

"(1) Rigorous research has shown that students attending small classes in the early grades make more rapid educational progress than students in larger classes, and that these achievement gains persist through at least the elementary grades.

"(2) The benefits of smaller classes are greatest for lower achieving, minority, poor, and inner-city children. One study found that urban fourth-graders in smaller-than-average classes were 3/4 of a school year ahead of their counterparts in larger-than-average classes.

"(3) Teachers in small classes can provide students with more individualized attention, spend more time on instruction and less on other tasks, cover more material effectively, and are better able to work with parents to further their children's education.

"(4) Smaller classes allow teachers to identify and work more effectively with students

who have learning disabilities and, potentially, can reduce those students' need for special education services in the later grades.

"(5) Students in smaller classes are able to become more actively engaged in learning than their peers in large classes.

"(6) Efforts to improve educational achievement by reducing class sizes in the early grades are likely to be more successful if—

"(A) well-prepared teachers are hired and appropriately assigned to fill additional classroom positions; and

"(B) teachers receive intensive, continuing training in working effectively in smaller classroom settings.

"(7) Several States have begun a serious effort to reduce class sizes in the early elementary grades, but these actions may be impeded by financial limitations or difficulties in hiring well-prepared teachers.

"(8) The Federal Government can assist in this effort by providing funding for class-size reductions in grades 1 through 3, and by helping to ensure that the new teachers brought into the classroom are well prepared.

"SEC. 6603. PURPOSE.

"The purpose of this part is to help States and local educational agencies recruit, train, and hire 100,000 additional teachers over a 7-year period in order to—

"(1) reduce class sizes nationally, in grades 1 through 3, to an average of 18 students per classroom; and

"(2) improve teaching in the early grades so that all students can learn to read independently and well by the end of the third grade.

"SEC. 6604. PROGRAM AUTHORIZED.

"(a) AUTHORIZATION OF APPROPRIATIONS.—For the purpose of carrying out this part, there are authorized to be appropriated, \$1,400,000,000 for fiscal year 2000, \$1,500,000,000 for fiscal year 2001, \$1,700,000,000 for fiscal year 2002, \$1,735,000,000 for fiscal year 2003, \$2,300,000,000 for fiscal year 2004, and \$2,800,000,000 for fiscal year 2005.

"(b) ALLOTMENTS.—

"(1) IN GENERAL.—From the amount appropriated under subsection (a) for a fiscal year the Secretary—

"(A) shall make a total of 1 percent available to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities that meet the purpose of this part; and

"(B) shall allot to each State the same percentage of the remaining funds as the percentage it received of funds allocated to States for the previous fiscal year under section 1122 or section 2202(b), whichever percentage is greater, except that such allotments shall be ratably decreased as necessary.

"(2) DEFINITION OF STATE.—In this part the term "State" means each of the several States of the United States, the District of Columbia and the Commonwealth of Puerto Rico.

"(3) STATE-LEVEL EXPENSES.—Each State may use not more than a total of ½ of 1 percent of the amount the State receives under this part, or \$50,000, whichever is greater, for a fiscal year, for the administrative costs of the State educational agency.

"(c) WITHIN STATE DISTRIBUTION.—

"(1) IN GENERAL.—Each State that receives an allotment under this section shall distribute the amount of the allotted funds that remain after using funds in accordance with subsection (b)(3) to local educational agencies in the State, of which—

"(A) 80 percent of such remainder shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency and are from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) applicable to a family of the size involved) for the most recent fiscal year for which satisfactory data is available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year, except that a State may adjust such data, or use alternative child-poverty data, to carry out this subparagraph if the State demonstrates to the Secretary's satisfaction that such adjusted or alternative data more accurately reflects the relative incidence of children living in poverty within local educational agencies in the State; and

"(B) 20 percent of such remainder shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary schools and secondary schools in the school districts within the boundaries of such agencies.

"(2) AWARD RULE.—Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new teacher in that agency, the State shall not make the award unless the local educational agency agrees to form a consortium with not less than 1 other local educational agency for the purpose of reducing class size.

"SEC. 6605. USE OF FUNDS.

"(a) IN GENERAL.—Each local educational agency that receives funds under this part shall use such funds to carry out effective approaches to reducing class size with highly qualified teachers to improve educational achievement for both regular and special-needs children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction is most effective.

"(b) CLASS REDUCTION.—

"(1) IN GENERAL.—Each such local educational agency may pursue the goal of reducing class size through—

"(A) recruiting, hiring, and training certified regular and special education teachers and teachers of special-needs children, including teachers certified through State and local alternative routes;

"(B) testing new teachers for academic content knowledge, and to meet State certification requirements that are consistent with title II of the Higher Education Act of 1965; and

"(C) providing professional development to teachers, including special education teachers and teachers of special-needs children, consistent with title II of the Higher Education Act of 1965.

"(2) RESTRICTION.—A local educational agency may use not more than a total of 15 percent of the funds received under this part for each of the fiscal years 2000 through 2003 to carry out activities described in subparagraphs (B) and (C) of paragraph (1), and may not use any funds received under this part for fiscal year 2004 or 2005 for those activities.

"(3) SPECIAL RULE.—A local educational agency that has already reduced class size in the early grades to 18 or fewer children may use funds received under this part—

"(A) to make further class-size reductions in grades 1 through 3;

"(B) to reduce class size in kindergarten or other grades; or

"(C) to carry out activities to improve teacher quality, including professional development activities.

"(c) SUPPLEMENT NOT SUPPLANT.—A local educational agency shall use funds under this part only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this part.

"(d) PROHIBITION.—No funds made available under this part may be used to increase the salaries of or provide benefits to (other than participation in professional development and enrichment programs) teachers who are, or have been, employed by the local educational agency.

"(e) PROFESSIONAL DEVELOPMENT.—If a local educational agency uses funds made available under this part for professional development activities, the agency shall ensure the equitable participation of private nonprofit elementary and secondary schools in such activities. Section 6402 shall not apply to other activities under this section.

"(f) ADMINISTRATIVE EXPENSES.—A local educational agency that receives funds under this part may use not more than 3 percent of such funds for local administrative expenses.

"SEC. 6606. COST-SHARING REQUIREMENT.

(a) FEDERAL SHARE.—The Federal share of the cost of activities carried out under this part—

"(1) may be up to 100 percent in local educational agencies with child-poverty levels of 50 percent or greater; and

"(2) shall be no more than 65 percent for local educational agencies with child-poverty rates of less than 50 percent.

"(b) LOCAL SHARE.—A local educational agency shall provide the non-Federal share of a project under this part through cash expenditures from non-Federal sources, except that if an agency has allocated funds under section 1113(c) to one or more schoolwide programs under section 1114, it may use those funds for the non-Federal share of activities under this program that benefit those schoolwide programs, to the extent consistent with section 1120A(c) and notwithstanding section 1114(a)(3)(B).

"SEC. 6607. REQUEST FOR FUNDS.

"Each local educational agency that desires to receive funds under this part shall include in the application submitted under section 6303 a description of the agency's program under this part to reduce class size by hiring additional highly qualified teachers.

"SEC. 6608. REPORTS.

"(a) STATE.—Each State receiving funds under this part shall report on activities in the State under this section, consistent with section 6202(a)(2).

"(b) SCHOOL.—Each school receiving assistance under this part, or the local educational agency serving that school, shall produce an annual report to parents, the general public, and the State educational agency, in easily understandable language, regarding student achievement that is a result of hiring additional highly qualified teachers and reducing class size."

FEINSTEIN AMENDMENT NO. 57

(Ordered to lie on the table.)

Mrs. FEINSTEIN submitted an amendment intended to be proposed by her to the bill, S. 280, supra; as follows:

At the end, add the following:

TITLE —STUDENT ACHIEVEMENT

SEC. 01. SHORT TITLE.

This title may be cited as the “Student Achievement Act of 1999”.

SEC. 02. REMEDIAL EDUCATION.

(a) **GRANTS AUTHORIZED.**—The Secretary is authorized to award grants to high need, low-performing local educational agencies to enable the local educational agencies to carry out remedial education programs that enable kindergarten through grade 12 students who are failing or are at risk of failing to meet State achievement standards in the core academic curriculum.

(b) **USE OF FUNDS.**—Grant funds awarded under this section may be used to provide prevention and intervention services and academic instruction, that enable the students described in subsection (a) to meet challenging State achievement standards in the core academic curriculum, such as—

(1) implementing early intervention strategies that identify and support those students who need additional help or alternative instructional strategies;

(2) strengthening learning opportunities in classrooms by hiring certified teachers to reduce class sizes, providing high quality professional development, and using proven instructional practices and curriculum aligned to State achievement standards;

(3) providing extended learning time, such as after-school and summer school; and

(4) developing intensive instructional intervention strategies for students who fail to meet the State achievement standards.

(c) **APPLICATIONS.**—Each local educational agency desiring to receive a grant under this section shall submit an application to the Secretary. Each application shall contain—

(1) an assurance that the grant funds will be used in accordance with subsection (b); and

(2) a detailed description of how the local educational agency will use the grant funds to help students meet State achievement standards in the core academic curriculum by providing prevention and intervention services and academic instruction to students who are most at risk of failing to meet the State achievement standards.

(d) **CONDITIONS FOR RECEIVING FUNDS.**—A local educational agency shall be eligible to receive a grant under this section if the local educational agency or the State educational agency—

(1) adopts a policy prohibiting the practice of social promotion;

(2) requires that all kindergarten through grade 12 students meet State achievement standards in the core academic curriculum at key transition points (to be determined by the State), such as 4th, 8th, 12th grades, before promotion to the next grade level;

(3) uses tests and other indicators, such as grades and teacher evaluations, to assess student performance in meeting the State achievement standards, which tests shall be valid for the purpose of such assessment; and

(4) has substantial numbers of students who are low-performing students.

(e) **DEFINITIONS.**—In this section:

(1) **CORE ACADEMIC CURRICULUM.**—The term “core academic curriculum” means curriculum in subjects such as reading and writing, language arts, mathematics, social sciences (including history), and science.

(2) **LOCAL EDUCATIONAL AGENCY.**—The term “local educational agency” has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

(3) **PRACTICE OF SOCIAL PROMOTION.**—The term ‘practice of social promotion’ means a

formal or informal practice of promoting a student from the grade for which the determination is made to the next grade when the student fails to meet the State achievement standards in the core academic curriculum, unless the practice is consistent with the student’s individualized education program under section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)).

(4) **SECRETARY.**—The term “Secretary” means the Secretary of Education.

(f) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated to carry out this section \$500,000,000 for each of the fiscal years 2000 through 2004.

**JEFFORDS (AND BINGAMAN)
AMENDMENT NO. 58**

Mr. LOTT (for Mr. JEFFORDS for himself and Mr. BINGAMAN) proposed an amendment to amendment No. 56 proposed by Mrs. MURRAY to the bill, S. 280, supra; as follows:

In lieu of the instructions, insert the following:

Report back forthwith with the following amendment:

At the end of the bill, add the following:

SEC. IDEA.

Section 307 of the Department of Education Appropriations Act, 1999, is amended by adding after subsection (g) the following:

“(h) Notwithstanding subsections (b)(2), and (c) through (g), a local educational agency may use funds received under this section to carry out activities under part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) in accordance with the requirements of such part.”.

JEFFORDS AMENDMENT NO. 59

Mr. LOTT (for Mr. JEFFORDS) proposed an amendment to amendment No. 58 proposed by Mr. JEFFORDS to the bill, S. 280, supra; as follows:

In the pending amendment, strike all after the word “IDEA” and insert the following:

Section 307 of the Department of Education Appropriations Act, 1999, is amended by adding after subsection (g) the following:

“(h) Notwithstanding subsections (b)(2), and (c) through (g), a local educational agency may use funds received under this section to carry out activities under part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) in accordance with the requirements of such part.”.

(i) This section shall become effective 1 day after enactment of this Act.

NOTICES OF HEARINGS

**COMMITTEE ON HEALTH, EDUCATION, LABOR,
AND PENSIONS**

Mr. JEFFORDS. Mr. President, I would like to announce for information of the Senate and the public that a hearing of the Senate Committee on Health, Education, Labor, and Pensions will be held on Wednesday, March 10, 1999, 9:30 a.m., in SD-430 of the Senate Dirksen Building. The subject of the hearing is “What Works: Education Research.” For further information, please call the committee, 202/224-5375.

**COMMITTEE ON HEALTH, EDUCATION, LABOR AND
PENSIONS**

Mr. JEFFORDS. Mr. President, I would like to announce for information

of the Senate and the public that a hearing of the Senate Committee on Health, Education, Labor, and Pensions will be held on Thursday, March 11, 1999, 10 a.m., in SD-430 of the Senate Dirksen Building. The subject of the hearing is “Key Patients’ Protections: Lessons From the Field.” For further information, please call the committee, 202/224-5375.

**AUTHORITY FOR COMMITTEE TO
MEET**

COMMITTEE ON GOVERNMENTAL AFFAIRS

Mr. VOINOVICH. Mr. President, I ask unanimous consent on behalf of the Permanent Subcommittee on Investigations of the Governmental Affairs Committee to meet on Monday, March 8, 1999, at 9:30 a.m. for a hearing on the topic of “Deceptive Mailings and Sweepstakes Promotions.”

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

ADDITIONAL STATEMENTS

**MAINTAINING THE FIGHT AGAINST
“LOOSE NUKES”**

● Mr. BIDEN. Mr. President, with the end of the Cold War, the threat of a nuclear holocaust between the United States and Russia has largely receded. There remains a real risk, however, that former Soviet weapons of mass destruction or the technology needed to build them will find their way to rogue states, terrorist groups, or even criminal organizations. If such weapons should ever be used, their impact will be catastrophic. It will hardly matter that “only” one or two cities have been so hideously slaughtered.

The war against these so-called “loose nukes” is as important as any war we have fought. It is a war fought with assistance to states of the former Soviet Union, rather than with armed force. Its battles are the battles against unemployment and lax security. Its fronts are an array of firms and institutes and so-called “nuclear cities,” as well as the international frontiers where smugglers try to move sensitive materials to states like Iran, Iraq or Libya.

This is a war that we dare not lose. The Carnegie Endowment for International Peace reports that in December, the chief of Russia’s Federal Security Service in the Chelyabinsk region said that employees at one sensitive plant had tried to steal 40 pounds of weapons-usable nuclear material. A month earlier, 3,000 workers at Chelyabinsk-70, a “nuclear city” similar to our nuclear weapons design laboratories, had held a protest over unpaid wages. In 1996, the head of that city committed suicide in despair over his inability to pay his personnel.