

military personnel strengths for fiscal year 2001, and for other purposes; to the Committee on Armed Services.

By Mr. DURBIN (for himself and Mr. LAUTENBERG):

S. 2482. A bill to assist States and units of local government in carrying out Safe Homes-Safe Streets programs; to the Committee on the Judiciary.

By Ms. SNOWE (for herself and Mr. WARNER):

S. 2483. A bill to provide for the eligibility of small business concerns owned and controlled by women for assistance under the mentor-protégé program of the Department of Defense; to the Committee on Armed Services.

By Mr. CLELAND (for himself and Mr. COVERDELL):

S. 2484. A bill to ensure that immigrant students and their families receive the services that the students and families need to successfully participate in elementary schools, secondary schools, and communities, in the United States, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

By Ms. COLLINS (for herself and Ms. SNOWE):

S. 2485. A bill to direct the Secretary of the interior to provide assistance in planning and constructing a regional heritage center in Calais, Maine; to the Committee on Energy and Natural Resources.

SUBMISSION OF CONCURRENT AND SENATE RESOLUTIONS

The following concurrent resolutions and Senate resolutions were read, and referred (or acted upon), as indicated:

By Mr. ROBB (for himself and Mr. WARNER):

S. Res. 298. A resolution designating the month of May each year as the Month for Children; to the Committee on the Judiciary.

By Mr. MCCONNELL (for himself and Mr. DODD):

S. Res. 299. A resolution to make technical corrections to the Standing Rules of the Senate; considered and agreed to.

By Mr. WELLSTONE:

S. Res. 300. A resolution designating the week of April 23-30, 2000, as "National Shaken Baby Syndrome Awareness Week"; considered and agreed to.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. BURNS (for himself, Mr. DORGAN, Mr. WYDEN, and Mr. BAUCUS):

S. 2476. A bill to amend the Communications Act of 1934 in order to prohibit any regulatory impediments to completely and accurately fulfilling the sufficiency of support mandates of the national statutory policy of universal service, and for other purposes; to the Committee on Commerce, Science, and Transportation.

UNIVERSAL SERVICE SUPPORT ACT

Mr. BURNS. Mr. President, I rise today to introduce the Universal Service Support Act, a bill that will spur increased access to communications services for rural America. Just a few short years ago, we took the dramatic step of reshaping our nation's commu-

nications policy by passing the Telecommunications Act of 1996. A significant element of that initiative was the codification of a reconstituted policy of universal service, which guarantees all Americans with the ability to access to quality communications services.

Nevertheless, a significant impediment to the fulfillment of this national policy exists. There currently exist two regulatory caps that are limiting the amount of support that can be directed to high-cost infrastructure deployment initiatives that are covered under the 1996 Act.

The regulatory caps were first instituted in 1994 at a time when a significant number of communications infrastructure acquisitions were taking place. This was in the days prior to the 1996 Act, which initiated competition and deregulation into the communications industry. Many of the acquisitions of that time involved the rural exchanges of large incumbent local exchange carriers that were divesting themselves of properties deemed to be unprofitable or otherwise undesirable. The entities purchasing such exchanges were generally the small rural cooperative and commercial systems that have served large portions of the nation's rural areas for years.

The Federal Communications Commission instituted these caps because the acquiring carriers were seeking support for these newly acquired exchanges in order to upgrade them to the standards of the day. Generally this meant that universal service support was being sought and approved for areas which had never before received such support. The FCC was concerned that the level of support might escalate and in response it imposed both a cap on individual areas and also on the overall support channeling through the system. While waivers to the caps were occasionally granted, for all intents and purposes growth of universal service support other than for the addition of new lines was effectively halted.

However, shortly thereafter the 1996 Act was enacted, which radically changed this nation's telecommunications landscape. The Act envisioned an evolving universal service support system which would help ensure the deployment of advanced services. The regulatory caps are at odds with this policy and must be repealed.

We cannot permit regulatory policies that are so clearly inconsistent with statutory policy to stand unchallenged. A national, statutory policy dedicated to universal communications service exists, and we can no longer allow inappropriate regulatory actions to undermine its intent. I urge my colleagues to join me in moving this initiative forward to passage prior to the end of this Congress.

By Mr. GRASSLEY (for himself and Mr. BREAUX):

S. 2477. A bill to amend the Social Security Act to provide additional safeguards for beneficiaries with representative payees under the Old-Age, Survivors, and Disability Insurance program or the Supplemental Security Income program; to the Committee on Finance.

SOCIAL SECURITY BENEFICIARIES PROTECTION ACT

Mr. GRASSLEY. Mr. President, I rise today to introduce legislation which would make Social Security beneficiaries, who had their benefits misused by organizational representative payees, whole. While most people receive their Social Security and Supplemental Security Income benefit payments directly, others must have assistance in money management. Benefits, totaling over \$25 billion, to these people are paid through representative payees who receive and manage the payments on behalf of the beneficiaries. Representative payee responsibilities include, but are not limited to, frequently monitoring the beneficiary's current well-being for food, shelter, clothing, medical care, and personal needs; informing the Social Security Administration of changes in the representative payee's own circumstances that would affect the performance of representative payee services; reporting events to the Social Security Administration that may affect the beneficiary's entitlement or amount of benefits; and submitting an annual accounting to SSA reporting about benefits received, used, and conserved.

Currently, about 6.5 million Social Security and Supplemental Security Income program beneficiaries rely on representative payees to manage their monthly benefits. SSA usually looks for a payee among the beneficiary's family and friends. For others, those traditional networks of support are not available, and SSA relies on state, local, or community sources to fill the need. Family members serve as representative payees for about 88 percent of the beneficiaries requiring them. 45,050 organizations, such as institutions, government agencies, financial organizations, and qualified fee-for-service organizations, serve as payees for the other 12 percent, totaling 750,570 beneficiaries.

As Chairman of the Special Committee on Aging, I am especially concerned about the 795,060 beneficiaries, age 62 and over, who are served by representative payees. With the retirement of the baby boomer generation on the horizon, the number of institutions, such as nursing homes, serving as payees stands to increase dramatically. Therefore, addressing this matter now is all the more urgent.

The majority of representative payees provide much-needed help to beneficiaries without abusing this responsibility. A minority of payees misuse

their position. SSA's Office of the Inspector General (OIG) has recently investigated several instances of misuse by organizational representative payees. One such investigation served as the subject of a recent "20/20" television news program segment. In this segment, several elderly Social Security beneficiaries accused Greg Gamble, of the Aurora Foundation, a former organizational payee, of using their benefits for his own purposes. On March 14, 2000, Mr. Gamble entered a guilty plea in federal court of embezzlement of Social Security funds. As part of the plea agreement, Mr. Gamble agreed to make restitution to SSA in the amount of \$303,314.00. Although this is only one example of misuse, SSA's OIG has just begun investigating several instances of misuse. Since FY 1998, it has identified about \$8 million in SSA representative payee fraud loss. SSA's OIG expects the number of misuse cases to increase as SSA increases its review of organizational representative payee records.

When any payee has been determined to have misused an individual's benefits, SSA reassigns another payee to the beneficiary. Unfortunately, SSA can reissue the benefits only in cases where negligent failure on SSA's part to investigate or monitor the payee resulted in the misuse. In virtually all other cases, the individual loses his or her funds unless SSA can obtain restitution, through civil processes, of the misused benefits from the payee. If SSA is able to recover the misused amount, it may take years to do so. In the meantime, the beneficiary has lost the amount misused and may be temporarily inconvenienced, by not having money to pay rent, utilities, or food, until a new payee is assigned.

In order to prevent misuse of benefits in the future, and to provide better accountability of benefits to beneficiaries, I am introducing the "Social Security Beneficiaries Protection Act," along with my co-sponsor and Special Committee on Aging Ranking Member Senator BREAUX. This bipartisan bill:

(1) gives SSA the authority to re-issue benefits misused by organizational payees on its own determination (presently, benefits are only re-issued when a court finds that SSA negligently failed to investigate/monitor the payee);

(2) requires non-governmental organizational payees to be bonded and licensed (presently, there is a bonding or licensing requirement);

(3) requires fee forfeiture when payees misuse benefits;

(4) gives SSA overpayment recovery authority for benefits misused by non-governmental payees; and

(5) extends civil monetary penalty authority to SSA (of not more than \$5,000 per violation for misuse offenses).

I urge my fellow Senators to support Senator BREAUX and me in ensuring that our Nation's most vulnerable citizens, senior citizens and the disabled, will receive every dollar of benefits to which they are entitled.

I would also like to remind everyone that the Senate Special Committee on Aging is holding a hearing on misuse of benefits by Social Security organizational representative payees Tuesday, May 2, 2000, at 10:00 a.m. in 562 Dirksen.

By Mr. AKAKA (for himself and Mr. GRAHAM):

S. 2478. To require the Secretary of the Interior to conduct a theme study on the peopling of America, and for other purposes; to the Committee on Energy and Natural Resources.

THE PEOPLING OF AMERICA THEME STUDY ACT

Mr. AKAKA. Mr. President, America is truly unique in that we are all immigrants to the United States, coming from different regions—whether from Asia, across the Bering Sea, or from islands in the Pacific Ocean, or Mexico, Europe or many other regions of the world. The prehistory and the history of this Nation are inextricably linked to the mosaic of migrations, immigrations and cultures that has resulted in the peopling of America. Americans are all travelers from other regions, continents and islands.

We need a better understanding of this coherent and unifying theme in America. With this in mind, I am introducing, along with my colleague Senator GRAHAM, a bill authorizing the National Park Service to conduct a theme study on the peopling of America.

The purpose of the study is to provide a basis for identifying, interpreting and preserving sites related to the migration, immigration and settling of America. The peopling of America is the story of our Nation's population and how we came to be the diverse set of people that are today. The peopling of America will acknowledge the diverse set of people that we are today. The peopling of America will acknowledge the first migrants who settled the North American continent, the Pacific Islands, and the lands that later became the United States of America. The original peoples came across the Bering Sea from Asia, or they arrived at our Pacific Islands across thousands of miles of ocean from the South Pacific and Micronesia. The peopling of America continued as Spanish, Portuguese, French, Dutch and English laid claim to lands and opened the floodgates of European migration and the involuntary migration of slaves from Africa.

This was just the beginning. America has been growing and changing ever since. The growth and change can be characterized as the movement of groups of people across external and internal boundaries, the strength within their cultures, and the diffusion of cul-

tural ways through the United States. The strength of American culture is in our diversity and rests on a comprehensive understanding of the peopling of America.

The theme study I am proposing will authorize the Secretary of the Interior to identify regions, areas, districts, structures and cultures that illustrate and commemorate key events or decisions in the peopling of America, and which can provide a basis for the preservation and interpretation of the peopling of America. It includes preservation and education strategies to capture elements of our national culture and history such as immigration, migration, ethnicity, family, gender, health, neighborhood, and community. In addition, the study will make recommendations regarding National Historic Landmark designations and National Register of Historic Places nominations, as appropriate. The study will also facilitate the development of cooperative programs with educational institutions, public history organizations, State and local governments, and groups knowledgeable about the peopling of America.

Mr. President, as we enter a new century of hope and opportunity, it is incumbent on us to reflect on the degree to which the development of the United States owes to our population diversity. Looking back, we understand that our history, and our very national character, is defined by the grand, entangled progress of people to, and across the American landscape—through exploration, colonization, the slave trade, traditional immigration, or internal migration—that gave rise to the rich interactions that make the American experience unique.

We embody the culture and traditions that our forebears brought from other places and shores, as well as the new traditions and cultures that we adopted or created anew upon arrival. Whether we settled in the rangelands and agrarian West, the industrialized Northeast, the small towns of the Midwest, or the genteel cities of the South, our forebears inevitably formed relationships with peoples of other backgrounds and cultures. Our rich heritage as Americans is comprehensible only through the stories of our various constituent cultures, carried with us from other lands and transformed by encounters with other cultures.

All Americans were originally travelers from other lands. Whether we came to this country as native peoples, English colonists or African slaves, or as Mexican ranchers, or Chinese merchants, the process by which our nation was peopled transformed us from strangers from different shores into neighbors unified in our inimitable diversity—Americans all. It is essential for us to understand this process, not only to understand who and where we are, but also to help us understand who

we wish to be and where we should be headed as a nation. As the caretaker of some of our most important cultural and historical resources, from Ellis Island to San Juan Island, from Chaco Canyon to Kennesaw Mountain, the National Park Service is in a unique position to conduct a study that can offer guidance on this fundamental subject.

Currently we have only one focal point in the National Park system that celebrates the peopling of America with any significance. Ellis Island is part of the Statue of Liberty National Monument. Ellis Island welcomed over 12 million immigrants between 1892 and 1954, an overwhelming majority of whom crossed the Atlantic from Europe. Ellis Island celebrates these immigrant experiences through their museum, historic buildings, and memorial wall. Immensely popular as it is, Ellis Island is focused on Atlantic immigration and thus reflects the experience only of those groups—primarily Eastern and Southern European—who were processed at the island during its active period, 1892 to 1954.

Not all immigrants and their descendants can identify with Ellis Island. Tens of millions of other immigrants traveled to our great country through other ports of entry and in different periods of our Nation's history and prehistory. Ellis Island only tells part of the American story. There are other chapters, just as compelling, that must be told.

On the west coast, Angel Island Immigration Station, tucked in San Francisco Bay, was open from 1910 to 1940 and processed hundreds of thousands of Pacific Rim immigrants through its portals. An estimated 175,000 Chinese immigrants and more than 20,000 Japanese made the Long Pacific passage to the United States. Their experience are a west coast mirror of the Ellis Island experience. But the migration story on the west coast is much longer and broader than Angel Island. Many earlier migrants to the west coast contributed to the rich history of California, including the original resident Native Americans, Spanish explorers, Mexican ranchers, Russian colonists, American migrants from the Eastern states who came overland or around the Horn, German and Irish military recruits, Chinese railroad laborers, Portuguese and Italian farmers, and many other groups. The diversity and experience of these groups reflects the diversity and experience of all immigrants who entered the United States via the Western States, including Alaska, Washington, Oregon, and California.

The study we propose is consistent with the agency's latest official thematic framework which establishes the subject of human population movement and change—or "peopling places"—as a primary thematic category for study and interpretation. The framework,

which serves as a general guideline for interpretation, was revised in 1996 in response to a Congressional mandate (Civil War Sites Study Act of 1990, Public Law 101-628, Sec. 1209) that the full diversity of American history and prehistory be expressed in the National Park Service's identification and interpretation of historic and prehistoric properties.

In conclusion, we believe that this bill will shed light on the unique blend of pluralism and unity that characterizes our national polity. With its responsibility for cultural and historical parks, the Park Service plays a unique role in enhancing our understanding of the peopling of America and thus of a fuller comprehension of our relationships with each other—past, present, and future.

I urge my colleagues to support this initiative.

By Ms. LANDRIEU:

S. 2479. A bill to amend the Internal Revenue Code of 1986 to provide a refundable credit against income tax to certain elementary and secondary school teachers who receive advanced certification and to exclude from gross income certain amounts received by such teachers; to the Committee on Finance.

CERTIFIED TEACHER'S TAX CREDIT

Ms. LANDRIEU. Mr. President, I come to the floor today to introduce a bill. We are going to be discussing, I hope, next week the reauthorization of the Elementary and Secondary Education Act, which is a very important act for the country, that provides the ways in which the Federal Government supports our local school systems throughout the country. There are a few of us here who believe very strongly we need to change some of the ways we do that, to really focus on results and not process, so we can stop funding failure and begin rewarding success.

So I come to the floor today to introduce a bill because there are so many ways we can help improve our schools. Because my time is limited, I cannot list them. But one of the ways we can do that is by helping to encourage good people to go into the field of teaching and to help raise teachers' salaries, if we can, in appropriate ways, to encourage good, qualified teachers to stay in the classrooms.

As you know, Mr. President, we do not fund teachers' salaries directly. The bill I am introducing will provide a tax credit for those teachers who become nationally board certified. Currently, there are over 4,000 teachers who are nationally board certified. This will provide a \$5,000 tax credit. It is the least we can do to help encourage the States to continue the way they are encouraging good, qualified people to stay in the classroom and to help raise the salaries of teachers in this Nation.

Just for the record, beginning teachers make \$7,000 less than their peers, but, more tragically, teachers with a master's degree make about \$35,000 less.

By Mr. DURBIN (for himself and Mr. LAUTENBERG):

S. 2482. A bill to assist States and units of local government in carrying out Safe Homes-Safe Streets programs; to the Committee on the Judiciary.

SAFE HOMES-SAFE STREETS ACT

• Mr. DURBIN. Mr. President, today I am introducing legislation along with Senator LAUTENBERG to help communities voluntarily reduce the number of guns in their homes and on their streets. There are over 200 million guns in America today. Alarming, that is almost one for every man, woman, and child in this country. Of those 200 million guns, 66 million are hand guns and the number of assault weapons is increasing. Although statistics show a 4.7% decrease in the rate of firearm-related injuries from 1996 to 1997, the rate of a firearm-related injuries is still unacceptably high.

More than 600,000 gun crimes are committed in the United States each year. On average, approximately 200 people are wounded by guns and approximately 88 people are killed by guns everyday. Twelve American children, under the age of 19, are killed by guns everyday. The rate of accidental shooting deaths for children under the age of 15 in the United States is nine times higher than the rate of the other 25 industrialized nations combined. Firearm homicides are the second leading cause of death for youth 15-24. Firearm suicide is the third leading cause of death in this age group. Handguns account for nearly 70% of firearm suicides among all age groups. Guns kept in the home for self-protection are three times more likely to kill a friend or a relative than an intruder.

The human cost of gun violence is great. Saving families from senseless deaths caused by gun violence is long over due. Reducing the number of guns in our homes and in our streets is essential to curbing gun violence in this country.

In economic terms, it is estimated that the lifetime medical costs of the 134,445 gunshot injuries in the United States in 1994 was \$2.3 billion. The average medical cost per injury was about \$17,000. The medical cost of gunshot injuries due to assaults was about \$1.7 billion. Taxpayers paid 49% or \$1.1 billion of these medical costs. The estimated indirect costs of gunshot injuries, the value of lost productivity due to fatal and non-fatal injuries, was about \$19.7 billion in 1994.

There are also non-economic costs which include pain and suffering of the survivors, the fear which inevitably permeates all strata of society, the societal and emotional stress on both

adults and children, and the influence gun related violence can have on a community.

The multiple costs of gun-related injuries—the human cost, the economic cost, and the non-economic cost—amount to an exceedingly costly epidemic and make finding a solution to gun violence a top priority. Unfortunately, there is no single cure for this disease. However, voluntary gun reduction programs that provide a means to reducing the number of weapons on the streets and in children's homes are an important step to creating safe and healthy environments.

That is why I have introduced the Safe Homes-Safe Streets Act of 2000. The purpose of this Act is to voluntarily reduce the number of guns in circulation by aiding State and local law enforcement departments that wish to conduct gun reduction programs to create safer homes and safer streets.

Under the Safe Homes-Safe Streets Act, law enforcement officials would be permitted to—

- (1) accept voluntary surrender of firearms from individuals seeking to dispose of them;
- (2) provide gift certificates or other goods in exchange for firearms;
- (3) provide cash in exchange for firearms, in a value not to exceed a percentage of the estimated cost of a new firearm of the same type; or
- (4) use any other innovative approach to encourage a voluntary reduction in the number of firearms in local communities.

This legislation would authorize \$15 million for grants to States or local units of government to conduct these programs.

A program may include a criminal background check regarding the ownership of each firearm or may offer amnesty from such background checks, provided that the policy regarding criminal background checks is uniformly applied. Whenever any firearm is surrendered under this Act, State or local units of government shall inquire whether such firearm is needed as evidence. If the surrendered gun is not needed as evidence, it shall be destroyed—thus preventing the potential recycling of guns and possible illegal use. Any firearm that is a curio or relic or that has historic significance shall be donated to a State or local museum for display.

Safe Homes-Safe Streets programs would provide an excellent way for communities to draw attention to the problem of gun violence, which is fueled by the widespread, easy availability of firearms. Gun reduction programs under the Safe Homes-Safe Streets Act would also serve as a catalyst for local communities and neighborhood organizations to work with law enforcement in a collaborative manner. Moreover, gun reduction programs under the Safe Homes-Safe

Streets Act would encourage citizens to become more involved in the fight against gun violence.

Most importantly, the Safe Homes-Safe Streets Act would eliminate tens of thousands of guns from our homes and streets. With fewer guns in American homes, fewer guns can fall into the wrong hands and fewer guns can be used for crime or suicide. It makes no difference if older or newer guns are collected in the programs because all guns are potentially lethal and can be fired accidentally. Guns kept in the home for self-protection are three times more likely to kill a friend or a relative than an intruder. Safe Homes-Safe Streets programs would help stop violence before it occurs.

On their own volition, some communities have launched successful gun reduction programs to help rid themselves of guns and reduce the senseless violence in their daily lives. Many communities have implemented gun buyback programs; however, other communities have taken a more innovative approach to address the circulation of illegal guns on their streets. For example, in California and in my hometown of Springfield, Illinois, law enforcement officials have implemented the "Stop Gun Violence Reward Program." Under the "Stop Gun Violence Reward Program," citizens are encouraged to anonymously and confidentially call the CrimeStoppers hotline when handguns are seen in public places. An officer is then dispatched to investigate the compliant. If an illegal gun is recovered in a public place, the caller receives a \$100 cash reward. If the gun is stolen, it is returned to its rightful owner. If the gun is not needed as evidence, it is destroyed. With federal assistance, more communities would be empowered to voluntarily help reduce the number of potentially lethal firearms in their homes and on their streets—helping to create safer homes and safer streets.

Moreover, the Safe Homes-Safe Streets Act would help communities increase awareness of gun violence and gun possession; reduce the number of accidents and domestic violence with guns; reduce the availability of highly lethal weapons in the short term; reduce the lethality of crimes committed; enhance community solidarity; enhance community-police relations; and reduce the taxing medical cost of gun-related injuries. The benefits of the Safe Homes-Safe Streets Act—legislation facilitating a voluntary reduction of the number of guns in circulation—is clear.

The Safe Homes-Safe Streets Act would help create safer homes and safer streets for our families. Several organizations, including Illinois Council Against Hand Gun Violence, Physicians for Social Responsibility, Illinois Education Association, National Education Association, The Bell Campaign,

and the American Public Health Association, have already recognized the need for legislation calling for a voluntary reduction of the number of firearms in circulation.

I urge my colleagues to join me and Senator LAUTENBERG in taking steps to cure the deadly epidemic of gun violence by supporting and cosponsoring the Safe Homes-Safe Streets Act.

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. 2482

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 "Safe Homes-Safe Streets Act of 1999".

SEC. 2. PURPOSE.

The purpose of this Act is to reduce firearm circulation by assisting State and local law enforcement agencies in carrying out Safe Homes-Safe Streets programs.

SEC. 3. DEFINITIONS.

In this Act:

(1) FIREARM.—The term "firearm" has the meaning given the term in section 921(a) of title 18, United States Code.

(2) SAFE HOMES-SAFE STREETS PROGRAM.—The term "Safe Homes-Safe Streets program" means a program carried out by a law enforcement agency of a State or unit of local government under which—

(A) the law enforcement agency shall—

(i) accept the voluntary surrender of firearms from individuals seeking to dispose of them;

(ii) provide gift certificates or other goods in exchange for firearms;

(iii) provide cash in exchange for firearms (in a value not to exceed ½ of the estimated cost of a new similar firearm); or

(iv) use any other innovative approach to cause a voluntary reduction in the number of firearms in the State or local communities;

(B) the law enforcement agency may conduct a criminal background check regarding the ownership of each firearm surrendered or may offer amnesty from such background checks, to the extent that the policy regarding criminal background checks is uniformly applied; and

(C) upon the surrender of a firearm, the law enforcement agency shall—

(i) determine whether such firearm may potentially serve as evidence in any criminal investigation or prosecution; and

(ii) if the firearm is not needed as evidence—

(I) destroy the firearm; or

(II) if the firearm is a curio or relic or has historical significance, donate the firearm to a State or local museum for display.

SEC. 4. SAFE HOMES-SAFE STREETS PROGRAM GRANTS.

(a) IN GENERAL.—The Attorney General may award grants to States or units of local government in accordance with this section, which shall be used to establish and implement Safe Homes-Safe Streets programs.

(b) APPLICATIONS.—In order to be eligible to receive a grant under this section, the chief executive of a State or unit of local government shall submit to the Attorney General an application, in such form and containing such information as the Attorney General may reasonably require.

(c) DISTRIBUTION.—The Attorney General shall distribute grant amounts awarded under this section directly to the recipient State or unit of local government.

(d) RENEWAL.—A State or unit of local government shall be eligible to apply for and receive a grant under this section annually.

(e) MATCHING REQUIREMENT.—

(1) IN GENERAL.—Subject to paragraph (2), the Attorney General may not make a grant to a State or unit of local government under this section unless that State or unit of local government agrees that, with respect to the costs to be incurred by the State or unit of local government in carrying out the Safe Homes-Safe Streets program for which the grant was awarded, the State will make available (directly or through donations from public or private entities) non-Federal contributions in an amount equal to not less than 50 percent of such costs.

(2) WAIVER.—The Attorney General may waive the requirement of paragraph (1), in whole or in part, upon a finding of fiscal hardship on the part of a grant recipient.

(f) REGULATIONS.—Not later than 90 days after the date of enactment of this Act, the Attorney General shall promulgate regulations to implement this section, which shall specify—

(1) the information to be included in an application for a grant under this section; and

(2) the requirements that a State or unit of local government shall meet in submitting such an application.

SEC. 5. AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated to carry out this Act \$15,000,000 for each fiscal year.●

By Ms. SNOWE (for herself and Mr. WARNER):

S. 2483. A bill to provide for the eligibility of small business concerns owned and controlled by women for assistance under the mentor-protege program of the Department of Defense; to the Committee on Armed Services.

INCLUDE WOMEN-OWNED BUSINESSES IN THE DOD MENTOR-PROTEGE PROGRAM

Ms. SNOWE. Mr. President, I rise today on behalf of myself and the Chairman of the Senate Armed Services Committee, Senator WARNER, to introduce a bill that will enhance an already successful program and have a significant impact on women owned businesses. The purpose of the Snowe-Warner bill is to include women-owned businesses as eligible participants in the Department of Defense's Mentor-Protege Program.

In 1990, the Congress established the DoD Mentor-Protege Pilot Program to provide incentives for major defense contractors to furnish disadvantaged small business concerns with assistance. That act also established a participation goal of 5% for those small disadvantaged businesses; however, women-owned businesses were not covered under that legislation.

The overall results of that legislation were impressive. According to the GAO, from Fiscal Year 1992 through Fiscal Year 1998, appropriated mentor-protege funding of about \$233 million was obligated through cooperative agreements, separate contracts, or line

items in DOD contracts. And, according to the Department of Defense, between 1994 and 1997 there was a net gain of 3,342 jobs within protege firms; there was a net revenue gain in excess of \$276 million within the protege firms; and mentors reported an additional \$695 million in subcontract awards to small disadvantaged businesses during this period. So, clearly, our legislation had a beneficial impact on the hundreds of small and disadvantaged businesses that now have the opportunity to compete and win Defense contracts under this program.

Then, in 1994, we passed Public Law 103-355, otherwise known as the Federal Acquisition Streamlining Act of 1994, which, among other provisions, amended Section 15 of the Small Business Act to establish a 5% annual goal for women-owned business enterprise participation in federal prime contracts and subcontracts. The Act also amended Section 8 of the Small Business Act to give women-owned businesses equal standing with small and small disadvantaged businesses in the subcontracting plans of federal prime contractors.

And, again, the results were significant. In Fiscal Year 1997 the government reported that women-owned businesses received 2.5% (\$5.6 billion) of the \$225 billion prime and subcontract dollars spent, up from 1.3% in Fiscal Year 1991 when data by gender was first collected. And in the latest data from Fiscal Year 1999, women-owned businesses accounted for 2.42% or \$4.6 billion of the total \$190 billion federal contract dollars. The percentage of Federal agencies that awarded at least 5% of their prime contract dollars to women-owned businesses was 37.9% in Fiscal Year 1997, up from 20.4% in Fiscal Year 1987.

In Fiscal Year 1997 some 5,722 women-owned businesses were involved in 446,332 federal prime contract actions amounting to \$3.3 billion while another \$2.3 billion was awarded to women-owned businesses in subcontract actions. At that time, women-owned businesses comprised 8.3% of Federal prime contractors, were involved in 4.1% of the prime contract actions and received 2.1% of Federal prime contract awards.

Why is this important? Women-owned federal contractors own much more substantial enterprises than the typical woman-owned firm. The average number of employees in women-owned federal contractor firms was 52.2 compared to just 2.3 among all full-time women-owned firms. Women-owned firms involved in Federal procurement have, on average, 1,742% higher sales and employ 23 times more employees than the average woman-owned firm.

Despite the resounding success of these initiatives, I must ask the question, "Are we there yet?" Not quite.

Although all Executive Branch departments operate Mentor-Protege programs, the three agencies, Defense, Energy, and GSA, that account for the most contract dollars have never met the 5 percent goal. While Defense, the largest federal purchaser, provided \$2.3 billion or 50% of all federal contracts going to women-owned businesses in Fiscal Year 1999, that amount represented only 1.92% of total Defense contracts.

The other two agencies together provided 16.4% of all federal contracts to women-owned businesses in fiscal year 1999 but, again, that funding only represented 3.1% of their combined contract funding. Of the three agencies, the GSA came closest to meeting the 5% goal with 4.75% of its contract dollars going to women-owned firms.

Some agencies, however, are doing very well at meeting the 5% goal. Housing and Urban Development sent 14.95% of its 1999 contracts to women-owned businesses, Veteran's Affairs sent 5.59%, and appropriately, the Small Business Administration spent 15.29% of their contract dollars at women-owned firms.

Mr. President, women-owned businesses are capable of doing more and they want to do more. Surveys indicate that when asked if the availability of mentor-protege programs would make them more interested in entering the government procurement market, 33% of women business owners responded favorably. Similarly, 30% of women with businesses more than 20 years old were among those most interested in taking part in a mentor-protege program.

When Section 831 of Public Law 101-510 establishing the DoD Mentor-Protege Pilot Program to provide incentives for major defense contractors to furnish disadvantaged small business concerns with assistance was drafted, it defined disadvantaged small business concerns as those owned and controlled by socially and economically disadvantaged individuals, Indian tribes, Hawaiians and those that employ the severely disabled. It did not specifically provide for the participation by women-owned businesses, those firms that are at least 51% owned and whose management and daily business operations are controlled by one or more women.

Mr. President, very simply, this bill will correct that, and I, therefore, urge my colleagues in the Senate to support the passage of the Snowe-Warner bill that allows us to forge two pieces good legislation into one better piece of legislation that benefits American business women and, by extension, America.

Mr. WARNER. Mr. President, I rise today to join my colleague from Maine as a sponsor of this very important piece of legislation that would allow women-owned businesses to participate

in the Department of Defense (DOD) mentor protege program.

Since 1990, the mentor protege program has provided small disadvantaged businesses increased opportunity to compete for federal contracts. The program accomplishes this by providing incentives to major defense contractors to assist qualified small business to enhance their abilities to compete as contractors on DOD contracts. The mentor-protege program does not guarantee contracts to anyone. Instead, it is designed to equip participants with the knowledge and expertise that they need to win such contracts on their own, in the competitive market place.

The mentor protege program has been an important tool to help achieve the goal—established by Congress in 1987—that DOD increase to five percent the total value of contracts and subcontracts awarded to small disadvantaged businesses. This has been a remarkable success story. For the past six years, the DOD has exceeded this 5% goal.

In 1994, a similar goal was set for the DOD to award five percent of its annual contracts to women-owned businesses. While women-owned business participation in defense contracting has increased since 1994, we are still, however, well below the 5% goal. It seems appropriate to provide DOD with additional tools to assist in meeting this goal. Providing women-owned businesses the opportunity to participate in the mentor protege program will be a big step forward in expanding federal contracting opportunities for these businesses.

I want to thank Senator SNOWE for her leadership on this issue and her work on behalf of women-owned businesses around the country. I urge swift passage of this legislation to enhance the opportunity for women-owned businesses to compete for, and win, DOD contracts.

By Mr. CLELAND (for himself, and Mr. COVERDELLE):

S. 2484. A bill to ensure that immigrant students and their families receive the services that the students and families need to successfully participate in elementary schools, secondary schools, and communities, in the United States, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

THE IMMIGRANTS TO NEW AMERICANS ACT

• Mr. CLELAND. Mr. President, there are an estimated 2.3 million foreign-born school children living in the U.S. today and more are arriving daily. This is placing increasing demands on our nation's schools and community organizations to help these newly arrived children and their families with becoming successful in America's schools and communities.

These children began arriving here in large numbers in the 1990s in a wave of

immigration that is rivaling the first and second waves of German, Irish, Polish and Scandinavian immigrants who arrived here in the late 1800s and early 1900s. Like those who have preceded them, our nation's newest immigrants have a strong desire to succeed in their new found homeland. Our challenge is to provide them with the support and services they need to achieve to high standards in our schools—and beyond—and in so doing we will all be the beneficiaries.

The wave of immigrants settling into communities all across America is resulting in a significant increase in children with diverse linguistic and cultural backgrounds enrolling in our schools. For example, the Waterloo, Iowa school system is being challenged to teach 400 Bosnian refugee children who came here without knowing our language, culture or customs. Schools in Wausau, Wisconsin are filled with Asian children wanting to achieve success in the United States. In Dalton, Georgia, 47% of the student population in the public schools are Mexican children eager to participate in their new schools and community. In Turner, Maine, the school-aged children of hundreds of recently arrived Mexican immigrant families are pouring into this rural town's schools.

As these examples illustrate, the foreign-born, school-aged children living in our nation today constitute an increasingly significant portion of the population, not just in communities accustomed to large immigrant populations like New York, Los Angeles and Miami, but also non-traditional immigrant communities like Gainesville, Georgia and Fremont County, Idaho. According to recently released estimates, this trend will continue. According to the U.S. Census Bureau, the recently arrived immigrant and refugee populations living here today will account for 75% of the total U.S. population growth over the next 50 years. U.S. schools from Florida to Washington State are being increasingly challenged by these changing demographics. As Secretary of Education Richard Riley recently said, "dealing with this kind of change requires creative thinking and an eagerness to adopt and to incorporate cultural and linguistic differences into the learning process."

We need to make sure that these children are served appropriately—and that their families are as well. Studies have shown that where quality educational programs are joined with community-based services, immigrants have an increased opportunity to become an integral part of their community and their children are better prepared to achieve success in school.

The recent influx of immigrants into U.S. communities calls for innovative and comprehensive solutions. Today, I am joined by my distinguished col-

league from Georgia, Senator PAUL COVERDELLE, in introducing the Immigrants to New Americans Act. This legislation would establish a competitive grant program within the Department of Education to assist these school systems and communities that are experiencing a high number of immigrant families. Specifically, this new grant program would provide funding to partnerships of local school districts and community-based organizations for the development of model programs that assist immigrant children to achieve in U.S. schools and that provide services like parenting skills to their families as well as access to comprehensive community services, including health care, child care, job training and transportation.

Senator COVERDELLE and I have both seen first hand the benefits of one community's program that brings together teachers, community leaders and businesses in an innovative partnership to aid their linguistically and culturally diverse population. It is the Georgia Project and its mission is to assist immigrant children from Mexico achieve to higher standards in Dalton, Georgia's public schools.

In recent years, the carpet and poultry industries in Dalton and surrounding Whitfield County experienced the need for a larger workforce. The city's visionary leaders encouraged Mexican immigrants to settle into their community to fill that need. The challenge has been in Dalton's public school system where Hispanic enrollment went from being just 4 percent ten years ago to over 47 percent today.

To deal with this sizable increase, Dalton and Whitfield County public school administrators and business leaders formed a public-private consortium. This consortium, known as The Georgia Project, initiated a teacher exchange program in 1996 with the University of Monterrey in Mexico. Today, seventeen Mexican teachers are helping to bridge the language and culture gap by serving as instructors, counselors and role models and providing Spanish language training to English-speaking students. In addition, Dalton Public School teachers spend a month in Monterrey, Mexico, each year learning first hand the culture, language and customs of the Mexican students they serve.

There are other programs across the United States that address similar challenges experienced by the City of Dalton and Whitfield County. One such example is the Lao Family Project. This is a community-based refugee assistance organization that provides a wide range of parent-student services to Hmong and Vietnamese refugees in St. Paul, Minnesota in an effort to help parents become economically self-sufficient and their children succeed in school. The Lao Family Project's staff

are bilingual/bicultural paraprofessionals who provide services that include adult English as a second language instruction and preschool literacy activities for children.

In the rural communities of Healdsburg and Windsor, California, the Even Start program provides a variety of instructional and support services to low-income, recently arrived Mexican immigrant families and their preschool and elementary school children. The program focuses on increasing family involvement in their children's education, helping parents and children with their literacy skills, and offering English as a second language course. Many of the instructional activities for the parent's classes are coordinated with the classroom teachers to ensure consistency with what is being taught to both the parent and their children. One focus of these classes is to communicate what the children are learning in their regular classes so that parents can help their children at home.

The Exemplary Multicultural Practices in Rural Education Program, or EMPIRE, operates in the Yakima region of rural Central Washington State, an area with a diverse mix of ethnic groups, including Caucasians, Hispanics, Native Americans, African Americans, and Asian Americans. The program promotes positive race relations and an appreciation for ethnic and cultural differences. It encourages schools to develop learning environments where children of all backgrounds can be successful in school and the community. With support from EMPIRE's board of advisors, each school designs and carries out its own projects based on local resources and needs. Schools in which EMPIRE is active plan a wide variety of programs and activities with emphasis on staff development, student awareness, parent involvement and improvement of curriculum and instruction.

The Immigrants to New Americans Act is endorsed by the National Association for Bilingual Education, The National Council of La Raza, the League of United Latin American Citizens, the India Abroad Center for Political Awareness, and the National Korean American Service and Education Consortium.

I would like to close with the words of Education Secretary Richard Riley: "Regardless of the cultural diversity of our nation's students, there is one unifying factor in their lives, education, the primary and shared source of hope, opportunity and success. It is our duty as a nation to ensure that every ethnically diverse community has the opportunity to achieve a quality education and the success that accompanies it—just as we have done for generations of Americans before them."

Our nation's communities are being transformed by the diverse culture of

their citizens. Successfully addressing this change will require leadership, creative thinking and an eagerness to encourage and promote the promise that these new challenges bring. By doing so, we as a nation will better serve all our children—the best guarantee we have of ensuring America's strength, well into the 21st century and beyond.

Mr. President, I ask unanimous consent to print their letters of support in the RECORD.

There being no objection, the letters were ordered to be printed in the RECORD, as follows:

NATIONAL ASSOCIATION FOR
BILINGUAL EDUCATION,
Washington, DC, April 19, 2000.

Hon. MAX CLELAND,
U.S. Senate, Senate Dirksen Building,
Washington, DC.

DEAR SENATOR CLELAND: On behalf of the National Association for Bilingual Education, I wish to commend you on your introduction of legislation to help ensure that immigrant students and their families will receive the services that they require in our schools and communities.

America's rapidly changing demographics make it imperative that adequate services be available to our nation's newcomers, so that they too will attain the American dream and help make our country stronger. Your bill clearly recognizes the contributions that immigrants have made to the United States over its history, and takes a definitive step forward in the spirit of empowerment through education and community-based collaboration.

NABE strongly believes that given the appropriate tools and support students will rise to the highest of levels of achievement. Our endorsement of this forward-thinking legislation is a reaffirmation of this philosophy, and we hope your colleagues in Congress will grant it prompt approval.

Once again, I commend you on the introduction of this important piece of legislation, and I ask that you not hesitate to contact me at (202) 898-1829 if there is anything NABE can do to help your efforts in this respect.

Sincerely,

DELIA POMPA,
Executive Director.

NATIONAL COUNCIL OF LA RAZA,
Washington, DC, April 26, 2000.

Senator MAX CLELAND,
Senate Dirksen Office Building,
Washington, DC.

DEAR SENATOR CLELAND: The National Council of La Raza (NCLR) thanks you for your effort to facilitate and enhance the participation of immigrants in American society. In particular, we would like to express our support for your legislation, the "Immigrants to New Americans Act," which would provide education, adult English as a Second Language (ESL), job training, and other important services to immigrants in "emerging" communities.

Over the past decade, dramatic shifts have occurred in the immigrant population in the United States, particularly among Hispanic immigrants. Many Hispanic immigrants have settled in areas where their presence had previously been virtually invisible. For example, the U.S. Census Bureau determined that the South (Alabama, Arkansas, Georgia, Kentucky, Mississippi, North Carolina,

South Carolina, and Tennessee) experienced a 93% increase in its Hispanic population from 1990 to 1998, far outpacing growth in "traditional" Hispanic states like California, New York, and Texas, where increases hovered around 32%. While the U.S. Census Bureau estimated the total Hispanic population in the South in 1998 to be 640,870, unofficial estimates place the Hispanic population of both Georgia and North Carolina at close to 500,000 in each state. Midwestern states have also experienced significant increases in their Hispanic populations during this period, such as Iowa (74%), Minnesota (61%), and Nebraska (96%). Many of these Hispanics are immigrants in search of employment.

The emergence of new immigrant populations has created a significant need for educational and social services. The search for employment opportunities has historically been the primary impetus for the migration of immigrants. An ever-increasing availability of permanent employment has provided the opportunity for many immigrants to settle with their spouses and children, often in areas where previously there had been seasonal agricultural work available. However, these opportunities have largely been in unskilled or low-skilled, low-paying jobs, such as the textile, poultry, and construction industries in the South; meat- and vegetable-packing in the Midwest; and light manufacturing and service-sector work in major cities like New York City, Los Angeles, and Houston. As these new immigrant populations form permanent settlements, they often face social isolation and disconnection from mainstream society.

Emerging immigrant communities face a multitude of issues in adapting to their new environment. Among the needs identified in these communities are access to rigorous standards-based curriculum in the public schools, effective parental involvement in their children's education, adult English-language acquisition programs, quality child care, and employment and training. Your legislation would help local communities to provide services in each of these critical areas.

NCLR believes that the "Immigrants to New Americans Act" can have a significant, positive impact on the lives of many immigrant children and families, and on the communities in which they are settling. That is why we strongly support your legislation and encourage the entire Congress to do the same.

Sincerely,

RAUL YZAGUIRRE,
President.

LEAGUE OF UNITED LATIN
AMERICAN CITIZENS,
Washington, DC, April 27, 2000.

Hon. MAX CLELAND,
Dirksen Senate Building, U.S. Senate
Washington, DC.

DEAR SENATOR CLELAND: The League of United Latin American citizens (LULAC) wishes to thank you for your efforts at facilitating and enhancing the ability of immigrant children and their families to achieve success in America's schools and communities. We would like to strongly support your legislation, "The Immigrants to New Americans Act."

We believe that this act will greatly enhance the ability for schools and community-based services to develop model programs aimed at helping immigrant students and their families to receive the tools that they need to succeed.

We find that this closely supports our mission and beliefs that immigrants should be

supported in any way possible. LULAC is the oldest and largest Latino civil rights organization in the United States. LULAC advances the economic condition, educational attainment, political influence, health and civil rights of Hispanic Americans through community-based programs operating at more than 700 LULAC Councils nationwide.

Once again, thank you for putting forth this effort to help those who need a little help getting started in this country. Your legislation will help to carry this country in a positive way well into the 21st century.

Sincerely,

BRENT WILKES,
Executive Director.

THE INDIA ABROAD CENTER
FOR POLITICAL AWARENESS,
Washington, DC, April 24, 2000.

Hon. MAX CLELAND,
*Dirksen Senate Building, U.S. Senate
Washington, DC.*

DEAR SENATOR CLELAND: The India Abroad Center for Political Awareness would like to endorse your Immigrants to New Americans Act. We believe that this bill would provide a strong support mechanism to those in the United States that need it the most, our immigrants. Also we would be glad to publish your op-ed piece on this bill in the newspaper India Abroad which reaches nearly 250,000 people in the United States. Thank you again for sponsoring this bill.

Sincerely,

PREM SHUNMUGAVELU,
Associate.

ADDITIONAL COSPONSORS

S. 662

At the request of Mr. L. CHAFEE, the names of the Senator from Texas (Mrs. HUTCHISON) and the Senator from Utah (Mr. BENNETT) were added as cosponsors of S. 662, a bill to amend title XIX of the Social Security Act to provide medical assistance for certain women screened and found to have breast or cervical cancer under a federally funded screening program.

S. 664

At the request of Mr. L. CHAFEE, the name of the Senator from Maryland (Ms. MIKULSKI) was added as a cosponsor of S. 664, a bill to amend the Internal Revenue Code of 1986 to provide a credit against income tax to individuals who rehabilitate historic homes or who are the first purchasers of rehabilitated historic homes for use as a principal residence.

S. 914

At the request of Mr. SMITH, of New Hampshire, the name of the Senator from Indiana (Mr. BAYH) was added as a cosponsor of S. 914, a bill to amend the Federal Water Pollution Control Act to require that discharges from combined storm and sanitary sewers conform to the Combined Sewer Overflow Control Policy of the Environmental Protection Agency, and for other purposes.

S. 934

At the request of Mr. LEAHY, the name of the Senator from South Dakota (Mr. JOHNSON) was added as a co-

sponsor of S. 934, a bill to enhance rights and protections for victims of crime.

S. 1155

At the request of Mr. ROBERTS, the name of the Senator from North Carolina (Mr. HELMS) was added as a cosponsor of S. 1155, a bill to amend the Federal Food, Drug, and Cosmetic Act to provide for uniform food safety warning notification requirements, and for other purposes.

S. 1545

At the request of Mr. GRAMS, his name was added as a cosponsor of S. 1545, a bill to require schools and libraries receiving universal service assistance to install systems or implement policies for blocking or filtering Internet access to matter inappropriate for minors, to require a study of available Internet blocking or filtering software, and for other purposes.

S. 1608

At the request of Mr. WYDEN, the name of the Senator from Alaska (Mr. MURKOWSKI) was added as a cosponsor of S. 1608, a bill to provide annual payments to the States and counties from National Forest System lands managed by the Forest Service, and the reconstituted Oregon and California Railroad and reconstituted Coos Bay Wagon Road grant lands managed predominately by the Bureau of Land Management, for use by the counties in which the lands are situated for the benefit of the public schools, roads, emergency and other public purposes; to encourage and provide new mechanisms for cooperation between counties and the Forest Service and the Bureau of Land Management to make necessary investments in Federal lands, and reaffirm the positive connection between Federal Lands counties and Federal Lands; and for other purposes.

S. 1617

At the request of Mr. DEWINE, the name of the Senator from Indiana (Mr. LUGAR) was added as a cosponsor of S. 1617, a bill to promote preservation and public awareness of the history of the Underground Railroad by providing financial assistance, to the Freedom Center in Cincinnati, Ohio.

S. 1717

At the request of Mr. BOND, the name of the Senator from Maine (Ms. COLLINS) was added as a cosponsor of S. 1717, a bill to amend title XXI of the Social Security Act to provide for coverage of pregnancy-related assistance for targeted low-income pregnant women.

S. 1941

At the request of Mr. DODD, the name of the Senator from Alaska (Mr. STEVENS) was added as a cosponsor of S. 1941, a bill to amend the Federal Fire Prevention and Control Act of 1974 to authorize the Director of the Federal Emergency Management Agency to provide assistance to fire departments

and fire prevention organizations for the purpose of protecting the public and firefighting personnel against fire and fire-related hazards.

S. 2018

At the request of Mrs. HUTCHISON, the name of the Senator from Kansas (Mr. BROWNBACK) was added as a cosponsor of S. 2018, a bill to amend title XVIII of the Social Security Act to revise the update factor used in making payments to PPS hospitals under the medicare program.

S. 2027

At the request of Mr. BAUCUS, his name was added as a cosponsor of S. 2027, a bill to authorize the Secretary of the Army to design and construct a warm water fish hatchery at Fort Peck Lake, Montana

S. 2068

At the request of Mr. GREGG, the names of the Senator from Utah (Mr. HATCH) and the Senator from Tennessee (Mr. FRIST) were added as cosponsors of S. 2068, a bill to prohibit the Federal Communications Commission from establishing rules authorizing the operation of new, low power FM radio stations.

S. 2105

At the request of Mr. SANTORUM, his name was added as a cosponsor of S. 2105, a bill to amend chapter 65 of title 18, United States Code, to prohibit the unauthorized destruction, modification, or alteration of product identification codes used in consumer product recalls, for law enforcement, and for other purposes.

S. 2123

At the request of Ms. LANDRIEU, the name of the Senator from Georgia (Mr. CLELAND) was added as a cosponsor of S. 2123, a bill to provide Outer Continental Shelf Impact assistance to State and local governments, to amend the Land and Water Conservation Fund Act of 1965, the Urban Park and Recreation Recovery Act of 1978, and the Federal Aid in Wildlife Restoration Act (commonly referred to as the Pittman-Robertson Act) to establish a fund to meet the outdoor conservation and recreation needs of the American people, and for other purposes.

S. 2235

At the request of Ms. COLLINS, the name of the Senator from Connecticut (Mr. LIEBERMAN) was added as a cosponsor of S. 2235, a bill to amend the Public Health Act to revise the performance standards and certification process for organ procurement organizations.

S. 2293

At the request of Mr. SANTORUM, the names of the Senator from Arkansas (Mr. HUTCHINSON) and the Senator from Michigan (Mr. ABRAHAM) were added as cosponsors of S. 2293, a bill to amend the Federal Deposit Insurance Act and the Federal Home Loan Bank Act to provide for the payment of Financing