S. 2622. A bill to amend the Internal Revenue Code of 1986 to encourage stronger math and science programs at elementary and secondary schools; to the Committee on Finance.

By Mr. ROBERTS (for himself and Ms. SNOWE):

S. 2623. A bill to amend the Elementary and Secondary Education Act of 1965 to establish and expand programs relating to science, mathematics, engineering, and technology education, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

By Mr. ROBERTS (for himself and Ms. SNOWE):

S. 2624. A bill to establish and expand programs relating to science, mathematics, engineering, and technology education, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

By Ms. COLLINS (for herself, Mr. DODD, Mr. HUTCHINSON, Mr. WELLSTONE, Mr. TORRICELLI, Mr. MURKOWSKI, Mr. DORGAN, Mr. LIEBERMAN, and Mr. MOYNIHAN):

S. 2625. A bill to amend the Public Health Service Act to revise the performance standards and certification process for organ procurement organizations; to the Committee on Health, Education, Labor, and Pensions.

By Mr. JEFFORDS:

S. 2626. A bill to amend the Internal Revenue Code of 1986 to improve access to tax-exempt debt for small non-profit health care and educational institutions; to the Committee on Finance.

By Mr. BURNS:

S. 2627. A bill to direct the Secretary of the Interior to provide funding for rehabilitation of the Going-to-the-Sun Road in Glacier National Park, to authorize funds for maintenance of utilities related to the Park, and for other purposes; to the Committee on Energy and Natural Resources.

By Mr. MACK:

S. 2628. A bill to suspend temporarily the duty on R115777; to the Committee on Finance.

By Mr. HELMS:

S. 2629. A bill to designate the facility of the United States Postal Service located at 114 Ridge Street in Lenoir, North Carolina, as the ''James T. Broyhill Post Office Building''; to the Committee on Governmental Affairs.

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SUBMISSION OF CONCURRENT AND SENATE RESOLUTIONS

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

By Mr. ROTH (for himself, Mr. BIDEN, Mr. LOTT, Mr. HELMS, and Mr. VOINOVICH):

S. Con. Res. 117. A concurrent resolution commending the Republic of Slovenia for its partnership with the United States and NATO, and expressing the sense of Congress that Slovenia's accession to NATO would enhance NATO's security, and for other purposes; to the Committee on Foreign Relations.

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STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. BAUCUS (for himself, Mr. DORGAN, and Mrs. LINCOLN):

S. 2617. A bill to lift the trade embargo on Cuba, and for other purposes; to the Committee on Finance.

THE TRADE NORMALIZATION WITH CUBA ACT OF 2000

Mr. BAUCUS. Mr. President, I rise today, on behalf of myself and Senators ROBERTS, DORGAN, and LINCOLN, to introduce the Trade Normalization With Cuba Act of 2000.

For 40 years, we have implemented a series of policies designed to end Fidel Castro's leadership of Cuba. The instruments we have used have included a trade embargo, an invasion of Cuba, assassination attempts, and multilateral pressures. None of these measures has moved Cuba any closer to democracy and a market economy. In fact, the result has been just the opposite. Castro is as entrenched as ever. The economy is in tatters. The Cuban people are suffering.

For four decades, Castro has suppressed his own citizens. He has been responsible for the imprisonment and mistreatment of thousands, and the emigration of hundreds of thousands. He has dispatched Cuban troops around the world to support revolution.

During the Cold War, Cuba was an integral member of the Soviet bloc. Castro was an eager and active participant in the proxy battles fought between the United States and the Soviet Union throughout Africa, Asia, and Latin America.

The Cold War has been over for a decade. The embargo, which had the goal of forcing Castro out of power, has failed totally. And it will continue to have no impact on the longevity of Castro's rule.

What has the embargo and American policy actually done? It has certainly done nothing to advance liberty and democracy for the Cuban people. And there are no prospects that it will.

What has the embargo done? First, it prohibits all trade with Cuba. It does include an exception for the sale of food and medicine. However, the requirements are so complex and burdensome on U.S. suppliers that very little food or medicine has been exported to Cuba. We hurt the Cuban people. We hurt American business, American farmers, and American workers. And we have had no impact on the regime.

We have succeeded in alienating virtually all potential allies who would be willing to work with us in developing a realistic policy to influence change in Cuba—the nations of the European Union, Canada, the Organization of American States, the United Nations, even the Pope.

Another accomplishment of our policy of our trade embargo, we now have a law, the Cuban Liberty and Democratic Solidarity Act, that prohibits lifting the embargo until there is a transition government in Cuba that does not include Castro. This is an ''all or nothing policy'' that cannot work in the real world.

Unilateral trade sanctions don't work. This is as true with Cuba as it has been with China, Myanmar, Iraq, or North Korea. In some cases, it hurts the people in those countries. And it hurts Americans, our farmers, ranchers, workers, and businesses.

Forty years of sanctions have accomplished nothing in Cuba. It is time for the Congress to recognize that. I fully support the efforts being made again this year in both the Senate and the House to remove the unilateral restraints we have put on our export of food and medicine to a number of countries, including Cuba. This bill is not a substitute for those efforts. Rather, this bill is directed only toward Cuba, and goes far beyond liberalization of food and medicine exports.

Thomas Jefferson said ''Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of the day.'' Current US policy turns Jefferson's statement on its head. Our effort to isolate Cuba through the trade embargo and other policies has failed to bring human rights improvement, has provided a pretext for Castro's continued repression, makes the United States the scapegoat for Castro's failed economic policies, and hurts the Cuban people.

It is time to put together a responsible strategy to improve the human condition in Cuba and set the stage for increased freedom and respect for human rights once Fidel Castro leaves the scene.

Obviously, Cuba will not change overnight with the removal of the trade embargo. But this bill is a first step down the road to a peaceful transition to a democratic society and a market economy in Cuba.

Before I conclude, I want to recognize my friend, Congressman Charles Rangel, who has been a leader in trying to end the embargo and move toward normalization of relations with Cuba. I look forward to working closely with him to make this happen.

I urge my Senate colleagues to support our effort.

By Mr. REID:

S. 2618. A bill to direct the Secretary of the Interior to sell certain land to the town of Kingston, Nevada, for use as an emergency medical air evacuation site and other public uses; to the Committee on Energy and Natural Resources.

EMERGENCY LANDING STRIP CONVEYANCE

Mr. REID. Mr. President, I rise today to introduce the Town of Kingston Emergency Landing Strip Conveyance Act.

The Town of Kingston, Nevada, currently uses federal land as an emergency landing strip at Kingston in southern Lander County, Nevada. Kingston is a rural town located on a small island of private land in the center of the state and is surrounded by both United States Forest Service and Bureau of Land Management (BLM) public lands. The isolation constrains the growth, economic diversity, and public services available to those who live in or visit Kingston. Medic Air of Reno has an agreement with local Fire and Rescue to provide 24-hour emergency medical service to this landing strip. BLM has extended the existing airport lease to the Kingston Town

Board until September 30, 2000, but cannot renew the lease because the strip does not meet FAA standards.

This Act will convey a total of 144.88 acres to the Town of Kingston. Seventy acres will be conveyed at fair market value and 74.88 acres at no cost. The 70 acres contains the main landing strip. The 74.88 acres contains the balance of the approach and the disposal of this land for no consideration will benefit the United States by disposing of an isolated, segregated parcel that would be difficult to manage for public use. It is my sincere hope that Congress will pass this bill thereby allowing a win-win situation for both the United States and Kingston, Nevada.

Mr. President, I ask unanimous consent that the full 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. 2618

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

SECTION 1. CONVEYANCE.

(a) FINDINGS.—Congress finds that—

(1) the lease by the Secretary of the Interior of certain land to the town of Kingston, Nevada, for use as an emergency airstrip is about to expire;

(2) rather than renew the airport lease (which would require certification by the Federal Aviation Administration), the Secretary and the Town desire that the parcel on which the main landing strip is situated be sold to the Town for fair market value as determined by the Secretary;

(3) adjacent to that parcel is other land, most of which, if the airstrip parcel is sold to the Town, would be isolated from other land administered by the Secretary and would therefore be difficult for the Secretary to manage;

(4) it would in the best interests of the United States and the Town for the Secretary to convey to the Town both the airstrip parcel and the adjacent parcel, at the fair market value of the airstrip parcel; and

(5) the parcels have been determined to be suitable for disposal in the Shoshone-Eureka Resource Management Plan and Environmental Impact Statement.

(b) DEFINITIONS.—In this section:

(1) ADJACENT PARCEL.—The term ''adjacent parcel'' means the parcels of land in the State of Nevada, comprising 74.88 acres, described as Mount Diablo Meridian, T16N, R44E, section 31, lot 4, E1/2NESE, S1/2SWNESE, S1/2S1/2NWSE.

(2) AIRSTRIP PARCEL.—The term ''airstrip parcel'' means the parcel of land, with a landing strip running on an easterly bearing and a portion of a landing strip running on a southerly bearing, in the State of Nevada, comprising 70.00 acres, described as Mount Diablo Meridian, T16N, R44E, section 31, N1/2SESW, N1/2SWSE, N1/2SESE, SESESE.

(3) SECRETARY.—The term ''Secretary'' means the Secretary of the Interior, acting through the Director of the Bureau of Land Management.

(4) TOWN.—The term ''Town'' means the town of Kingston, Nevada.

(c) CONVEYANCE.—In consideration of payment of the fair market value of the airstrip parcel, the Secretary of the Interior shall convey to the Town, subject to valid existing rights, all right, title, and interest of the United States in and to the airstrip parcel and the adjacent parcel, totaling 144.88 acres.

(d) NO RESERVATIONS.—The patent by which the conveyance under subsection (c) is made shall contain no reservations.

(e) LEASE EXTENSION.—If for any reason the conveyance under subsection (c) is not completed before September 30, 2000, the term of the airport lease, as in effect on the date of enactment of this Act, shall be considered to be extended until the date of the conveyance.

By Mr. LEAHY (for himself, Mr. ROBB, and Mr. KENNEDY):

S. 2619. A bill to provide for drug-free prisons; to the Committee on the Judiciary.

THE DRUG-FREE PRISONS ACT OF 2000

Mr LEAHY. Mr. President, today I am introducing legislation—with Senators ROBB and KENNEDY—that will provide state and local governments additional tools to fight drug use in our nation's prisons. It is critical that our prisons be drug-free, both because lawbreaking within our correctional system is a national embarrassment, and because prisoners who are released while still addicted to drugs are far more likely to commit future crimes than prisoners who are released sober. This bill includes numerous provisions that will provide needed help to address drug abuse in prisons throughout the country.

The bill establishes a new grant program that authorizes the Attorney General to make $75 million a year in grants to state and local governments to support comprehensive drug testing and treatment for prisoners and other offenders. It would also permit states that currently receive money under the Violent Offender Incarceration and Truth in Sentencing Grant Program (VOI/TIS) to use those funds to pay for drug testing and treatment, so long as the state receiving the funds has penalties in place to address drug trafficking in prisons. In addition, the bill would reauthorize appropriations for the Residential Substance Abuse for State Prisoners (RSAT) grants program for the next five years, and establish exemptions to the general four-year time limit on Byrne grants for state and local law enforcement programs involving drugs.

The bill also re-establishes the drug courts program and re-authorizes funding for it. The majority repealed the program in the Omnibus Consolidated Rescissions and Appropriations Act of 1996, in a partisan bashing of Democratic programs. In my view, effective programs dealing with drug abuse should not be used as political footballs. That is why the Administration, with the strong support of the Department of Justice, has continued to seek funding for the program, and why the Congress has continued to fund drug courts in every year's appropriations acts. This has been the right decision, and we should undo the repeal.

Drug courts provide the opportunity to deal systematically with nonviolent drug offenders at a substantial savings to taxpayers. Instead of jailing these nonviolent offenders, the courts can order alternative punishments that are mixed with mandatory testing and drug treatment and human services such as education or vocational training. Meanwhile, imprisonment is held out as a stick to ensure good behavior. To qualify for federal assistance, a drug court program must mandate periodic drug testing during any supervised release or probation periods, provide drug abuse treatment for each participant, and must hold out the possibility of prosecution, confinement, or incarceration for noncompliance or failure to show satisfactory process. Violent offenders are defined quite broadly, so we can be confident that we are not funding programs that put dangerous people back on the streets. Drug courts hold out the promise of providing a way that we can reach out to younger offenders who are using drugs before they turn to a life of crime, helping to save lives and significant government resources.

The bill permits state and local governments to spend up to 25 percent of unexpended VOT/TIS grants from fiscal years 1996–2001 to implement graduated sanctions, including victim and community restitution, intensive community supervision, regular drug testing, and short-term incarceration. Such graduated sanctions initiatives would free up additional prison space for violent offenders, and States would have to use this program for that purpose. Indeed, the purpose of this proposal is to ensure that States have sufficient flexibility to guarantee that violent criminals serve their full sentences, the goal of the Truth in Sentencing grants.

Drug abuse in prisons is a serious problem. The National Center on Addiction and Substance Abuse at Columbia University (CASA) recently found that drug and alcohol abuse was implicated in the crimes and incarceration of 80 percent of those currently serving time in America's prisons. This finding shows that we have a prison population that has a history of substance abuse, and will seek out opportunities to continue using drugs while imprisoned. Of course, if prisoners are using drugs in prison, this will create serious behavioral and other problems that corrections officers will have to address, at no small risk to them.

The problem does not end there. The same CASA study shows that inmates who are illegal drug and/or alcohol abusers are the most likely to be repeat offenders. In fact, the study concluded that 61 percent of state prison inmates who have two prior convictions are regular drug users. The strong link between drug use and recidivism cannot be ignored. Prison should provide an opportunity for us to break this cycle and therefore reduce crime. We can do this through a concerted effort to test prisoners for drug

use—and penalize those who test positive—and provide adequate drug treatment so that prisoners can lead productive, non-criminal lives upon their release. As Joseph Califano, former Secretary of the Department of Health, Education, and Welfare and current president of CASA, recently said: ''Releasing drug-addicted inmates without treatment helps maintain the market for illegal drugs and supports drug dealers.'' And there is every indication that the number of prisoners needing drug treatment is increasing even faster than the prison population as a whole. According to CASA, from 1993 to 1996, the number of inmates needing substance abuse treatment rose from 688,000 to 840,000. There is no reason to believe the problem has abated.

Indeed, just last December, the National League of Cities adopted a resolution on the importance of drug testing and treatment in prisons. The League cited studies showing that among inmates who completed drug abuse treatment programs, only 3.3 percent were rearrested within the first six months after release, compared to 12.1 percent of inmates who did not receive treatment.

It is clear that if we do not take steps to stop the revolving doors of our nation's prison system, we will continually be forced to spend more and more public money to construct more and more prisons. To avoid that result, we need to determine through testing which inmates are addicted to drugs and alcohol, reduce the availability of drugs in prisons, and ensure that inmates have access to the treatment they need while incarcerated.

Some have advocated that every prisoner be tested before being released, a proposal that, to my knowledge, no State has adopted. As law enforcement officials in our States know, such testing would be extraordinarily expensive and unnecessarily broad. The better and more realistic approach is to provide resources that will enhance States' ability to do targeted testing, allowing corrections officers to use their judgment as to which prisoners are most likely to be abusing drugs while providing a deterrent effect for prisoners generally. That is the approach of this legislation I introduce today.

I realize some of my colleagues may be concerned about funds originally designated for prison construction costs being used for drug testing and treatment. Let me assure you that states will retain complete flexibility under this bill as to how they allocate their Truth in Sentencing and Violent Offender Incarceration grant funds. But a powerful case can be made that it is in the fiscal interests of the States to take advantage of the opportunity this bill offers. According to the CASA study, it would cost States about $6,500 per year to provide comprehensive and effective residential drug treatment services to an inmate. In return, the study shows that society will see an economic return of $68,800 for each inmate who successfully completes such a program and returns to the community sober and with a job. This figure represents the savings in the first year based on the much lower likelihood that the former inmate will be arrested, prosecuted, or incarcerated, and includes health care savings and the potential earnings of a drug-free individual.

Funding both testing and treatment allows us to take a carrot-and-stick approach to a persistent national problem. We cannot hope to get a handle on our drug problem so long as drug abuse and drug trafficking persist in our prisons. We cannot afford the false choice between treatment and testing; both are needed to keep order in our prisons and safety in our streets.

This view is confirmed by the people who work with these issues every day in my State of Vermont. For example, James Walton, Vermont's Commissioner of Public Safety, and John Perry, the Director of Planning for the Vermont Department of Corrections, wholeheartedly support this proposal. I have always valued their counsel, as they have first-hand knowledge of the real law enforcement needs in my state. They both feel strongly that the bill will give law enforcement the tools it needs to test and treat offender populations, both in jail and in the community. I hope and expect that this bill will have the same effect across the country.

For that reason and all of the above reasons, I urge the Senate to take prompt action on this bill and support this effort to make our prisons drug-free.

By Mr. REID (for himself and Mr. BRYAN):

S. 2620. A bill to designate the facility of the United States Postal Service located at 2000 Vassar Street in Reno, Nevada, as the ''Barbara F. Vucanovich Post Office Building''; to the Committee on Governmental Affairs.

BARBARA F. VUCANOVICH POST OFFICE BUILDING

Mr. REID. Mr. President, I rise today to introduce the Barbara F. Vucanovich Post Office Building Naming Act.

As many of my colleagues know, Congresswoman Barbara Vucanovich was the first female elected to represent the State of Nevada in Congress. She was first elected in 1983 and retired in 1996, after serving in the House of Representatives for 14 years. In her final year, she was an influential member of the House Appropriations Committee and the Chairwoman of the Subcommittee on Military Construction. Barbara and I came to the House together as a result of the 1982 election. We both represented all of Nevada; not solely Congressional Districts. Barbara was a fine member of Congress. I miss her.

Mr. President, it gives me pleasure to introduce this bill to commemorate Barbara Vucanovich's exemplary service to the State of Nevada and the United States of America by renaming the main post office in Reno, Nevada, as the ''Barbara F. Vucanovich Post Office Building.'' Representatives GIBBONS and BERKLEY introduced identical legislation in the House on April 4, 2000. Nevada Governor Kenny Guinn and former Senator Paul Laxalt join Nevada's congressional delegation in thanking Barbara Vucanovich for her dedicated public service.

Mr. President, I ask unanimous consent that the full 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. 2620

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

SECTION 1. DESIGNATION OF BARBARA F. VUCANOVICH POST OFFICE BUILDING.

(a) DESIGNATION.—The facility of the United States Postal Service located at 2000 Vassar Street in Reno, Nevada, shall be known and designated as the ''Barbara F. Vucanovich Post Office Building''.

(b) REFERENCES.—Any reference in a law, map, regulation, document, paper, or other record of the United States to the facility referred to in subsection (a) shall be deemed to be a reference to the ''Barbara F. Vucanovich Post Office Building''.

By Mr. FEINGOLD (for himself, Mr. LEAHY, Mr. L. CHAFEE, Mr. HARKIN, Mr. KOHL, Mrs. BOXER, Mr. DURBIN, Mr. WYDEN, and Mr. KENNEDY):

S. 2621. A bill to continue the current prohibition of military cooperation with the armed forces of the Republic of Indonesia until the President determines and certifies to the Congress that certain conditions are being met; to the Committee on Foreign Relations.

EAST TIMOR REPATRIATION AND SECURITY ACT OF 2000

Mr. FEINGOLD. Mr. President, I rise today to keep a promise that I made on this floor a few months ago.

In January, I came to the floor to talk about the tragic events that occurred last fall in East Timor. I spoke about the need to encourage the new Indonesian government in its commitment to reform and its resolve to reject the climate of impunity. I withdrew an amendment that would have codified the administration's suspension on military and security assistance for Indonesia East Timor, although I believed then and strongly believe today that Indonesia has not yet met the basic conditions that should be prerequisites for any restoration of military ties with Indonesia.

At that time, Mr. President, I pledged to continue to monitor events in Indonesia and in East Timor closely. And I pledged to come to this floor if what I saw troubled me.

Let me tell you what I see today.

First, I am sorry to say, Mr. President, there have been no trials yet. No one has been brought to justice for the atrocities committed in East Timor

last year. I recognize that the Indonesian government has taken some courageous steps in investigating the atrocities that took place in East Timor, and I commend the Indonesian government for its efforts to date. The Indonesian government and the U.N. have succeeded in signing an agreement to exchange witnesses and evidence that could lead to the prosecution of those responsible for the violence in East Timor. A number of dedicated individuals within the new government continue to work courageously for reform, justice, and accountability. But I note, that obervers have been disturbed by the number of civilian and military police officers that the government has appointed to the team charged with investigating human rights abuses in East Timor. And the simple fact remains—no one has yet been held accountable in a court of law for the acts committed by the military and militias in East Timor last year.

A second concern is there has been no change in the situation in West Timor. Today, half a year after the referendum, some 100,000 people are still living in the refugee camps of West Timor, afraid of what will happen to them should they attempt to return home. Some will likely choose to stay in Indonesia, but all reports from the area indicate that many want to return home but do not because of continued intimidation from militia groups.

Within the refugee camps, since January there have been about a dozen incidents in which international agencies attempting to deliver aid to the refugees were attacked. According to recent reports, one militia group is so well-organized that it prints a newsletter of fabricated horror stories aimed at dissuading refugees from returning to East Timor.

This week the plight of these refugees—at this point the most vulnerable of the original masses—was made even more difficult as they contend with the heavy rains and floods that have already killed at least 148 people. Over a hundred are still missing. When the flood waters recede, these people should have every opportunity to put their lives back together, free from threats and from fear.

I look at these facts and I consider that the administration has chosen to take a first step toward lifting its suspension on all forms of military assistance and contacts by inviting the Indonesians to particiapte in a joint exercise, and I am indeed troubled.

Today I am introducing a bill, the East Timor Repatriation and Security Act of 2000. The bill codifies the suspension of military and security assistance to Indonesia until certain conditions are met—the same conditions that have been articulated in the past; the same conditions contained in last year's foreign operations appropriations bill.

The bill would permit military and security assistance to resume only when the President determines and submits a report to the appropriate congressional committees that the Government of Indonesia and the Indonesian Armed Forces are:

Taking effective measures to bring to justice members of the armed forces and militia groups against whom there is credible evidence of human rights violations;

Taking effective measures to bring to justice members of the armed forces against whom there is credible evidence of aiding or abetting militia groups;

Allowing displaced persons and refugees to return home to East Timor, including providing safe passage for refugees returning from West Timor;

Not impeding the activities of the United Nations Transitional Authority in East Timor;

Demonstrating a commitment to preventing incursions into East Timor by members of militia groups in West Timor; and,

Demonstrating a commitment to accountability by cooperating with investigations and prosecutions of members of the Indonesian Armed Forces and military groups responsible for human rights violations in Indonesia and East Timor.

These certainly are not unreasonable conditions. They work in favor of the forces of reform within Indonesia. And by linking military and security assistance to these benchmarks, Congress will ensure that the U.S. relationship with Jakarta avoids the mistakes of the past, and that U.S. foreign policy comes closer to reflecting our core national values.

To those who believe that all is well, to those who would prefer to forgive and forget, to those who think that the issue is yesterday's news, I would simply reiterate the simple facts. There have been no trials for the perpetrators of abuses in East Timor, and the situation in the refugee camps has remained unacceptable. Quite recently, Admiral Dennis Blair, commander in chief of U.S. forces in the Pacific, reaffirmed what Secretary of Defense Cohen articulated last year—the U.S. will not resume a military relationship with Indonesia until the military personnel responsible for the devastation in East Timor are brought to justice, and the U.S. will not resume a military relationship with Indonesia until the refugee crisis in West Timor has been resolved. Specifically, Admiral Blair called on the Indonesians to disband and cut off support to the militia members still terrorizing the refugees. It is critical that the U.S. insist on nothing less. In fact, we should insist on more—the militia members guilty of atrocities should be brought to justice.

It is clear that these conditions have not yet been met. But the administration's new proposals for joint exercises with the Indonesians undermine Admiral Blair's words. The substance of the exercise currently being planned does not necessarily trouble me, but its significance does. The administration looks as if it suffers from a lack of resolve and from a wavering sense of commitment.

Indonesia is an extraordinarily important country—strategically and economically. Its future course will undoubtedly affect the United States. For this very reason, we must stand firm, and insist upon rebuilding U.S.-Indonesian ties on the firm foundation of respect for the rule of law and for basic human rights.

It is because I believe this so strongly—and I know that many of my colleagues share my views—that I have come back to the floor to raise this issue again. I am keeping my promise. I am watching the situation in East and West Timor very closely, and I still do not like what I see.

By Mr. ROBERTS (for himself and Ms. SNOWE):

S. 2622. A bill to amend the Internal Revenue Code of 1986 to encourage stronger math and science programs at elementary and secondary schools; to the Committee on Finance.

THE NATIONAL SCIENCE EDUCATION INCENTIVE ACT OF 2000

S. 2623. A bill to amend the Elementary and Secondary Education Act of 1965 to establish and expand programs relating to science, mathematics, engineering, and technology education, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

THE NATIONAL SCIENCE EDUCATION ENHANCEMENT ACT

S. 2624. A bill to establish and expand programs relating to science, mathematics, engineering, and technology education, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

THE NATIONAL SCIENCE EDUCATION ACT

Mr. ROBERTS. Mr. President, I rise today to introduce sweeping legislation to reform and improve math, science, engineering and technology education in American schools.

The fields of science, math, engineering and technology are critical to U.S. economic success. Unfortunately, there is growing concern that we do not measure up as evidenced by studies that show our students cannot compete internationally. In fact, over half of students in our esteemed graduate schools are from other countries. Our economic future depends on science and we must ensure that our schools are preparing students for the technological jobs that await them.

So many aspects of our national success depends on our technological savvy. For instance, our strong economy has certainly prospered because of technology advances. The economic boom, witnessed by average consumers and Wall Street analysts alike, has high stakes in our continued technology success. Meanwhile, our workforce is increasingly staffed by people from other countries. Later this year, Congress will be asked to again raise

the quota of H–1B visas. While these workers are key to our economic success, we must address this problem and grow our own high-tech labor force. Moreover, we cannot forget how adversely our national security could fare if our country were to fall behind in technological pursuits. A key piece of our national security is at stake—the strength of our military is built upon our technological superiority.

There is a fundamental need for this legislation. I have introduced the following three bills to help improve the quality of science and technology teachers and curriculum through incentives and better training:

The National Science Education Act. These provisions, utilizing the National Science Foundation, set up Science Master Teachers and offer grants to place one in every elementary school.

The National Science Education Enhancement Act. Recognizing that we must keep good teachers and help them grow in their career, this bill uses the Elementary and Secondary Education Act to set up Science Teacher Mentors and Summer Professional Development Institutes. It also expands the Eisenhower National clearinghouse to provide that this information be available on the Internet.

The National Science Education Incentive Act. This bill provides tax credits to help teachers with up to $10,000 of tuition and encourage the private sector education contributions such as computers, technology service, teacher training and teacher externships.

My legislation is mirrored in the House of Representatives with bills by Representative VERNON EHLERS, the vice chairman of the House Science Committee and author of ''Unlocking Our Future: Toward a New National Science Policy.'' Furthermore, I am pleased to have the support and able assistance of the Senior Senator from Maine, Senator OLYMPIA J. SNOWE in joining me to introduce this bill.

Mr. President, I strongly encourage my colleagues to join me in support of this effort to reform and improve math, science, engineering and technology education in American schools. I ask unanimous consent that the text of the bills be printed in the RECORD.

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

S. 2622

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 ''National Science Education Incentive Act of 2000''.

SEC. 2. FINDINGS.

The Congress finds the following:

(1) As concluded in the report of the Committee on Science of the House of Representatives, ''Unlocking Our Future Toward a New National Science Policy,'' which was adopted by the House of Representatives, the United States must maintain and improve its preeminent position in science and technology in order to advance human understanding of the universe and all it contains, and to improve the lives, health, and freedoms of all people.

(2) It is estimated that more than half of the economic growth of the United States today results directly from research and development in science and technology. The most fundamental research is responsible for investigating our perceived universe, to extend our observations to the outer limits of what our minds and methods can achieve, and to seek answers to questions that have never been asked before. Applied research continues the process by applying the answers from basic science to the problems faced by individuals, organizations, and governments in the everyday activities that make our lives more livable. The scientific-technological sector of our economy, which has driven our recent economic boom and led the United States to the longest period of prosperity in history, is fueled by the work and discoveries of the scientific community.

(3) The effectiveness of the United States in maintaining this economic growth will be largely determined by the intellectual capital of the United States. Education is critical to developing this resource.

(4) The education program of the United States needs to provide for 3 different kinds of intellectual capital. First, it needs scientists and engineers to continue the research and development that is central to the economic growth of the United States. Second, it needs technologically proficient workers who are comfortable and capable dealing with the demands of a science-based, high-technology workplace. Last, it needs scientifically literate voters and consumers to make intelligent decisions about public policy.

(5) Student performance on the recent Third International Math and Science Study highlights the shortcomings of current K–12 science and mathematics education in the United States, particularly when compared to other countries. We must expect more from our Nation's educators and students if we are to build on the accomplishments of previous generations. New methods of teaching mathematics and science are required, as well as better curricula and improved training of teachers.

(6) Science is more than a collection of facts, theories, and results. It is a process of inquiry built upon observations and data that leads to a way of knowing and explaining in logically derived concepts and theories.

(7) Students should learn science primarily by doing science. Science education ought to reflect the scientific process and be object-oriented, experiment-centered, and concept-based.

(8) Children are naturally curious and inquisitive. To successfully tap into these innate qualities, education in science must begin at an early age and continue throughout the entire school experience.

(9) Teachers provide the essential connection between students and the content they are learning. High-quality prospective teachers need to be identified and recruited by presenting to them a career that is respected by their peers, is financially and intellectually rewarding, and contains sufficient opportunities for advancement.

(10) Teachers need to have incentives to remain in the classroom and improve their practice, and training of teachers is essential if the results are to be good. Teachers need to be knowledgeable of their content area, of their curriculum, of up-to-date research in teaching and learning, and of techniques that can be used to connect that information to their students in their classroom.

SEC. 3. REFUNDABLE CREDIT FOR PORTION OF TUITION PAID FOR UNDERGRADUATE EDUCATION OF CERTAIN TEACHERS.

(a) IN GENERAL.—Subpart C of part IV of subchapter A of chapter 1 of the Internal Revenue Code of 1986 (relating to refundable credits) is amended by redesignating section 35 as section 36 and by inserting after section 34 the following new section:

''SEC. 35. TUITION FOR UNDERGRADUATE EDUCATION OF CERTAIN TEACHERS.

''(a) IN GENERAL.—In the case of an individual who is an eligible teacher for the taxable year, there shall be allowed as a credit against the tax imposed by this subtitle an amount equal to 10 percent of qualified undergraduate tuition paid by such individual.

''(b) LIMITATIONS.—

''(1) DOLLAR AMOUNT.—The credit allowed by this section for any taxable year shall not exceed $1,000.

''(2) CREDIT ALLOWED ONLY FOR 10 YEARS.—No credit shall be allowed under this section for any taxable year after the 10th taxable year for which credit is allowed under this section.

''(c) ELIGIBLE TEACHER.—For purposes of this section—

''(1) IN GENERAL.—The term 'eligible teacher' means, with respect to a taxable year, any individual—

''(A) who is a full-time teacher, including a full-time substitute teacher, in any of grades kindergarten through 12th grade for the academic year ending in such taxable year,

''(B)(i) who teaches primarily math, science, engineering, or technology courses in 1 or more of grades 9 through 12 during such academic year, or

''(ii) who teaches math, science, engineering, or technology courses in 1 or more of grades kindergarten through 8 during such academic year.

''(C) who completed a 5-year teaching training program which meets the requirements of paragraph (3), and

''(D) who received a baccalaureate or similar degree with a major in mathematics, science, engineering, or technology from a qualified educational institution.

''(2) SPECIAL RULE FOR ADMINISTRATIVE PERSONNEL.—School administrative functions shall be treated as teaching courses referred to in paragraph (1)(B) if such functions primarily relate to such courses or are for a school which focuses primarily on such courses.

''(3) 5-YEAR TEACHER TRAINING PROGRAM.—For purposes of paragraph (1)(C)—

''(A) ELEMENTARY SCHOOL TEACHERS.—In the case of an elementary school teacher, a teacher training program meets the requirements of this paragraph if—

''(i) the program requires, in addition to education courses, that the student complete courses in physics, chemistry, and biology, and

''(ii) the program recommends completion of an earth science.

''(B) MIDDLE AND HIGH SCHOOL TEACHERS.—In the case of a middle or high school teacher, a teacher training program meets the requirements of this paragraph if the program requires, in addition to education courses, that the student also major in a science referred to in subparagraph (A) and that the student also complete introductory courses in 2 other sciences referred to in subparagraph (A).

''(4) QUALIFIED EDUCATIONAL INSTITUTION.—The term 'qualified educational institution' means any eligible educational institution (as defined in section 25A(f)(2)) if—

''(A) more than 80 percent of such institution's graduates who apply for certification by any State as a teacher are so certified, and

''(B) such institution's school of education (or equivalent unit) has an advisory committee—

''(i) which includes (on a rotating basis or otherwise) practicing mathematicians and scientists and representatives from several of the appropriate science, mathematics, engineering, and technology departments of such institution, and

''(ii) which publishes annually a report detailing curricula reforms for such school (or unit) designed to align teacher training curricula with State requirements and expectations.

''(d) QUALIFIED UNDERGRADUATE TUITION.—For purposes of this section, the term 'qualified undergraduate tuition' means qualified higher education expenses (as defined in section 529(e)(3)) for a qualified educational institution, reduced as provided in section 25A(g)(2) and by any credit allowed by section 25A with respect to such expenses.

''(e) REGULATIONS.—The Secretary shall prescribe such regulations as may be appropriate to carry out the purposes of this section.''.

(b) CONFORMING AMENDMENTS.—

(1) Paragraph (2) of section 1324(b) of title 31, United States Code, is amended by inserting before the period '', or from section 35 of such Code''.

(2) The table of sections for subpart C of part IV of subchapter A of chapter 1 of such Code is amended by striking the last item and inserting the following new items:

''Sec. 35. Tuition for undergraduate education of certain teachers.

''Sec. 36. Overpayments of tax.''.

(c) EFFECTIVE DATE.—The amendments made by this section shall apply to taxable years beginning after the date of the enactment of this Act; except that only periods of being an eligible teacher (as defined in section 35(c) of the Internal Revenue Code of 1986, as added by this section) after such date shall be taken into account under section 35(b)(2) of such Code, as so added.

SEC. 4. CREDITS FOR CERTAIN CONTRIBUTIONS BENEFITING SCIENCE, MATHEMATICS, ENGINEERING, AND TECHNOLOGY EDUCATION AT THE ELEMENTARY AND SECONDARY SCHOOL LEVEL.

(a) IN GENERAL.—Subpart D of part IV of subchapter A of chapter 1 of the Internal Revenue Code of 1986 (relating to business related credits) is amended by adding at the end the following new section:

''SEC. 45D. CONTRIBUTIONS BENEFITING SCIENCE, MATHEMATICS, ENGINEERING, AND TECHNOLOGY EDUCATION AT THE ELEMENTARY AND SECONDARY SCHOOL LEVEL.

''(a) IN GENERAL.—For purposes of section 38, the elementary and secondary science, mathematics, engineering, and technology (SMET) contributions credit determined under this section for the taxable year is an amount equal to 100 percent of the qualified SMET contributions of the taxpayer for such taxable year.

''(b) QUALIFIED SMET CONTRIBUTIONS.—For purposes of this section, the term 'qualified SMET contributions' means—

''(1) SMET school contributions,

''(2) SMET teacher externship expenses, and

''(3) SMET teacher training expenses.

''(c) SMET SCHOOL CONTRIBUTIONS.—For purposes of this section—

''(1) IN GENERAL.—The term 'SMET school contributions' means—

''(A) SMET property contributions, and

''(B) SMET service contributions.

''(2) SMET PROPERTY CONTRIBUTIONS.—The term 'SMET property contributions' means the amount which would (but for subsection (f)) be allowed as a deduction under section 170 for a charitable contribution of SMET inventory property if—

''(A) the donee is an elementary or secondary school described in section 170(b)(1)(A)(ii),

''(B) substantially all of the use of the property by the donee is within the United States for educational purposes in any of the grades K–12 that are related to the purpose or function of the donee,

''(C) the original use of the property begins with the donee,

''(D) the property will fit productively into the donee's education plan,

''(E) the property is not transferred by the donee in exchange for money, other property, or services, except for shipping, installation and transfer costs, and

''(F) the donee's use and disposition of the property will be in accordance with the provisions of subparagraphs (B) and (E).

The determination of the amount of deduction under section 170 for purposes of this paragraph shall be made as if the limitation under section 170(e)(3)(B) applied to all SMET inventory property.

''(3) SMET SERVICE CONTRIBUTIONS.—The term 'SMET service contributions' means the amount paid or incurred during the taxable year for SMET services provided in the United States for the exclusive benefit of students at an elementary or secondary school described in section 170(b)(1)(A)(ii) but only if—

''(A) the taxpayer is engaged in the trade or business of providing such services on a commercial basis, and

''(B) no charge is imposed for providing such services.

''(4) SMET INVENTORY PROPERTY.—The term 'SMET inventory property' means, with respect to any contribution to a school, any property—

''(A) which is described in paragraph (1) or (2) of section 1221(a) with respect to the donor, and

''(B) which is determined by the school to be needed by the school in providing education in grades K–12 in the areas of science, mathematics, engineering, or technology.

''(5) SMET SERVICES.—The term 'SMET services' means, with respect to any contribution to a school, any service determined by the school to be needed by the school in providing education in grades K–12 in the areas of science, mathematics, engineering, or technology, including teaching courses of instruction at such school in any such area.

''(d) SMET TEACHER EXTERNSHIP EXPENSES.—For purposes of this section—

''(1) IN GENERAL.—The term 'SMET teacher externship expenses' means any amount paid or incurred to carry out a SMET externship program of the taxpayer but only to the extent that such amount is attributable to the participation in such program of any eligible SMET teacher, including amounts paid to such a teacher as a stipend while participating in such program.

''(2) SMET EXTERNSHIP PROGRAM.—The term 'SMET externship program' means any program—

''(A) established by a taxpayer engaged in a trade or business within an area of science, mathematics, engineering, or technology, and

''(B) under which eligible SMET teachers receive training to enhance their teaching skills in the areas of science, mathematics, engineering, or technology or otherwise improve their knowledge in such areas.

''(3) ELIGIBLE SMET TEACHER.—The term 'eligible SMET teacher' means any individual—

''(A) who is a teacher in grades K–12 at an educational organization described in section 170(b)(1)(A)(ii) which is located in the United States or which is located on a United States military base outside the United States, and

''(B) whose teaching responsibilities at such school include, or are likely to include, any course in the areas of science, mathematics, engineering, or technology.

''(e) SMET TEACHER TRAINING EXPENSES.—The term 'SMET teacher training expenses' means any amount paid or incurred by a taxpayer engaged in a trade or business within an area of science, mathematics, engineering, or technology which is attributable to the participation of any eligible SMET teacher in a regular training program provided to employees of the taxpayer which is determined by such teacher's school as enhancing such teacher's teaching skills in the areas of science, mathematics, engineering, or technology.

''(f) DENIAL OF DOUBLE BENEFIT.—No deduction shall be allowed under this chapter for any amount allowed as a credit under this section.''.

(b) CONFORMING AMENDMENTS.—

(1) Section 38(b) of such Code is amended—

(A) by striking ''plus'' at the end of paragraph (11),

(B) by striking the period at the end of paragraph (12), and inserting '', plus'', and

(C) by adding at the end the following new paragraph:

''(13) the elementary and secondary science, mathematics, engineering, and technology (SMET) contributions credit determined under section 45D.''.

(2) Subsection (d) of section 39 of such Code (relating to carryback and carryforward of unused credits) is amended by adding at the end the following new paragraph:

''(9) NO CARRYBACK OF SECTION 45D CREDIT BEFORE ENACTMENT OF CREDIT.—No portion of the unused business credit for any taxable year which is attributable to the credit determined under section 45D may be carried back to a taxable year beginning before the date of the enactment of this paragraph.''.

(3) The table of sections for subpart D of part IV of subchapter A of chapter 1 of such Code is amended by adding at the end the following new item:

''Sec. 45D. Contributions benefiting science, mathematics, engineering, and technology education at the elementary and secondary school level.''.

(c) EFFECTIVE DATE.—The amendments made by this section shall apply to taxable years beginning after the date of the enactment of this Act.

SEC. 5. ASSURANCE OF CONTINUED LOCAL CONTROL.

Nothing in this Act may be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system.

S. 2623

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

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the ''National Science Education Enhancement Act''.

(b) TABLE OF CONTENTS.—The table of contents for this Act is as follows:

SEC. 2. FINDINGS.

The Congress finds the following:

(1) As concluded in the report of the Committee on Science of the House of Representatives, ''Unlocking Our Future Toward a New National Science Policy,'' which was adopted by the House of Representatives, the United States must maintain and improve its preeminent position in science and technology in order to advance human understanding of the universe and all it contains, and to improve the lives, health, and freedoms of all people.

(2) It is estimated that more than half of the economic growth of the United States today results directly from research and development in science and technology. The most fundamental research is responsible for investigating our perceived universe, to extend our observations to the outer limits of what our minds and methods can achieve, and to seek answers to questions that have never been asked before. Applied research continues the process by applying the answers from basic science to the problems faced by individuals, organizations, and governments in the everyday activities that make our lives more livable. The scientific-technological sector of our economy, which has driven our recent economic boom and led the United States to the longest period of prosperity in history, is fueled by the work and discoveries of the scientific community.

(3) The effectiveness of the United States in maintaining this economic growth will be largely determined by the intellectual capital of the United States. Education is critical to developing this resource.

(4) The education program of the United States needs to provide for 3 different kinds of intellectual capital. First, it needs scientists and engineers to continue the research and development that is central to the economic growth of the United States. Second, it needs technologically proficient workers who are comfortable and capable dealing with the demands of a science-based, high-technology workplace. Last, it needs scientifically literate voters and consumers to make intelligent decisions about public policy.

(5) Student performance on the recent Third International Math and Science Study highlights the shortcomings of current K–12 science and mathematics education in the United States, particularly when compared to other countries. We must expect more from our Nation's educators and students if we are to build on the accomplishments of previous generations. New methods of teaching mathematics and science are required, as well as better curricula and improved training of teachers.

(6) Science is more than a collection of facts, theories, and results. It is a process of inquiry built upon observations and data that leads to a way of knowing and explaining in logically derived concepts and theories.

(7) Students should learn science primarily by doing science. Science education ought to reflect the scientific process and be object-oriented, experiment-centered, and concept-based.

(8) Children are naturally curious and inquisitive. To successfully tap into these innate qualities, education in science must begin at an early age and continue throughout the entire school experience.

(9) Teachers provide the essential connection between students and the content they are learning. High-quality prospective teachers need to be identified and recruited by presenting to them a career that is respected by their peers, is financially and intellectually rewarding, and contains sufficient opportunities for advancement.

(10) Teachers need to have incentives to remain in the classroom and improve their practice, and training of teachers is essential if the results are to be good. Teachers need to be knowledgeable of their content area, of their curriculum, of up-to-date research in teaching and learning, and of techniques that can be used to connect that information to their students in their classroom.

SEC. 3. ASSURANCE OF CONTINUED LOCAL CONTROL.

Nothing in this Act may be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system.

TITLE I—AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SEC. 101. SUPPORT FOR MENTORING ACTIVITIES FOR SCIENCE, MATHEMATICS, ENGINEERING, AND TECHNOLOGY TEACHERS.

(a) IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES THROUGH PROFESSIONAL DEVELOPMENT.—Section 1119(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301(b)(1)) is amended—

(1) by striking ''and'' at the end of subparagraph (D);

(2) by striking the period at the end of subparagraph (E) and inserting ''; and''; and

(3) by adding at the end the following:

''(F) include mentoring programs focusing on changing science, mathematics, engineering, and technology teacher behaviors and practices to help novice teachers develop and gain confidence in their skills, to increase the likelihood that they will continue in the teaching profession, and generally to improve the quality of their teaching.''.

(b) DISSEMINATION OF MENTORING INFORMATION BY EISENHOWER NATIONAL CLEARINGHOUSE.—Section 2102(a)(3)(C) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6622(a)(3)(C)) is amended by striking ''materials'' and inserting ''materials, including information on model science, mathematics, engineering, and technology teacher mentoring programs,''.

(c) EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM STATE APPLICATIONS.—Section 2205(b)(2) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6645(b)(2)) is amended—

(1) by striking ''and'' at the end of subparagraph (N);

(2) by striking the period at the end of subparagraph (O) and inserting ''; and''; and

(3) by adding at the end the following:

''(P) describe how the State will administer a mentoring system to ensure consistent implementation of mentoring programs for science, mathematics, engineering, and technology teachers, provide a structure for local mentoring program evaluation, provide technical assistance to local mentoring programs, ensure compliance by local mentoring programs with State teacher training requirements, and provide incentives for local educational agencies to take mentoring into consideration in assessing instructional staff hiring needs.''.

(d) EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM LOCAL ACTIVITIES.—Section 2210(b)(2) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6650(b)(2)) is amended—

(1) by striking ''and'' at the end of subparagraph (D);

(2) by striking the period at the end of subparagraph (E) and inserting ''; and''; and

(3) by adding at the end the following:

''(F) include mentoring programs focusing on changing science, mathematics, engineering, and technology teacher behaviors and practices to help novice teachers develop and gain confidence in their skills, to increase the likelihood that they will continue in the teaching profession, and generally to improve the quality of their teaching.''.

(e) ACCOUNTABILITY.—Section 2401(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6701(a)) is amended by striking ''part.'' and inserting ''part, including the impact of State and local mentoring programs on teaching quality and teacher retention rates.''.

SEC. 102. EXPANSION OF EISENHOWER NATIONAL CLEARINGHOUSE.

(a) ALLOCATION OF APPROPRIATED AMOUNTS.—Section 2003(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6603(b)(1)) is amended by striking ''2103;'' and inserting ''2103, and $10,000,000 shall be available to carry out subparagraphs (A), (F), and (G) of section 2102(b)(3);''.

(b) USE OF FUNDS.—Section 2102(b)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6622(b)(3)) is amended—

(1) in subparagraph (A), by striking ''(including, to the extent practicable,'' and inserting ''(including'';

(2) in subparagraph (E), by striking ''and'' at the end;

(3) by amending subparagraph (F) to read as follows:

''(F) solicit and gather (in consultation with the Department, national teacher associations, professional associations, and other reviewers and developers of education materials and programs) all qualitative and evaluative materials and all programs, including full text and graphics, for the Clearinghouse, review the evaluation of the materials and programs, rank the effectiveness of the materials and programs on the basis of the evaluations, and distribute the results of the reviews (in a short, standardized, and electronic format that contains electronic links to an electronic version of the original qualitative and evaluative materials), excerpts of the materials and links to Internet-based sites, and information regarding on-line communities of users to teachers in an easily accessible manner, except that nothing in this subparagraph shall be construed to permit the Clearinghouse to directly conduct an evaluation of the materials or programs; and''; and

(4) by adding at the end the following:

''(G) develop and establish an Internet-based site offering a search mechanism to assist site visitors in identifying information available through the Clearinghouse on science, mathematics, engineering, and technology education instructional materials and programs, including electronic links to information on classroom demonstrations and experiments, teachers who have used

materials or participated in programs, vendors, curricula, and textbooks.''.

(c) CLEARINGHOUSE.—Section 2102(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6622(b)) is amended by adding at the end the following:

''(9) EFFECTIVE USE OF TECHNOLOGY.—In reviewing evaluations of materials and programs under this subsection the Clearinghouse shall give particular attention to the effective use of materials and technology in science, mathematics, engineering, and technology education.''.

(d) REPORT.—Not later than two years after the date of the enactment of this Act, the National Academy of Sciences, in conjunction with appropriate related associations and organizations, shall—

(1) conduct a study on the Eisenhower National Clearinghouse and whether the provisions enacted in the amendments made by this section have resulted in the Clearinghouse becoming a more effective entity; and

(2) submit to Congress a report on the study, including any recommendations of the Academy regarding the Clearinghouse.

SEC. 103. SUMMER PROFESSIONAL DEVELOPMENT INSTITUTES.

(a) IN GENERAL.—Section 2211 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6651) is amended by adding at the end the following:

''(d) SUMMER PROFESSIONAL DEVELOPMENT INSTITUTES FOR TEACHERS.—

''(1) PROGRAM AUTHORIZED.—From amounts made available to carry out this subsection, the Secretary is authorized to make grants to State agencies for higher education, working in conjunction with the State educational agency (if such agencies are separate), for activities described in paragraph (3). Such grants shall be awarded on a competitive basis that includes a peer review of the grant applications.

''(2) SUBGRANTS.—

''(A) IN GENERAL.—A recipient of a grant under paragraph (1) shall carry out the activities described in paragraph (3) by making subgrants to, or entering into contracts or cooperative agreements with, institutions of higher education, and nonprofit organizations of demonstrated effectiveness, including museums and educational partnership organizations, which must work in conjunction with a local educational agency, consortium of local educational agencies, or schools.

''(B) PRIORITY.—In making awards under subparagraph (A), a grant recipient shall give priority to applicants whose application includes an assurance that the applicant will use a curriculum recognized by the working group established under section 17 of the National Science Foundation Act of 1950, particularly if the local educational agency (or agencies) described in subparagraph (A), or the State educational agency (if such agency is separate from the grant recipient), has adopted such curriculum.

''(3) ALLOWABLE ACTIVITIES.—

''(A) IN GENERAL.—Each recipient of funds under paragraph (2) shall use the funds for the following:

''(i) The establishment and operation of science, mathematics, engineering, and technology summer institutes that provide professional development to elementary and secondary school teachers. Such institutes shall be content-based, build on school year curricula, and focus only secondarily on pedagogy.

''(ii) To provide teachers with travel expense reimbursement, a stipend, or classroom materials related to such an institute.

''(iii) The establishment of a mechanism to provide supplemental assistance and follow up training during the school year for summer institute graduates.

''(B) REQUIREMENTS FOR CURRICULA.—The curricula referred to in subparagraph (A)(i) shall be object-centered, experiment-oriented, content-based, and grounded in current research.

''(C) REQUIREMENTS FOR INSTITUTES.—The summer institutes referred to in subparagraph (A)(i)—

''(i) shall be conducted during a period of a minimum of two weeks;

''(ii) shall provide for direct interaction between students and faculty;

''(iii) shall have a component that includes use of the Internet; and

''(iv) shall provide for follow-up training in the classroom during the academic year for a period of a minimum of three days, which shall not be required to be consecutive, except that—

''(I) if the program at the summer institute is for a period of only two weeks, the follow-up training shall be for a period of more than 3 days; and

''(II) for teachers in rural school districts, follow-up training through the Internet may be used.

''(4) REVIEW OF APPLICATIONS BY NATIONAL SCIENCE FOUNDATION.—The Secretary shall provide each application for a grant under this subsection to the Director of the National Science Foundation in order that such applications may undergo the peer-review process described in paragraph (5)(B), and shall implement the recommendations of the Director in awarding grants under this subsection.

''(5) REQUIREMENTS ON NATIONAL SCIENCE FOUNDATION.—

''(A) IN GENERAL.—Each year, not later than 6 months before the application deadline for a subgrant, contract, or cooperative agreement described in paragraph (2), the Director of the National Science Foundation shall develop a theme and structure for the summer institutes supported under this subsection. Such applications shall address how funds will be used in accordance with the theme and structure developed by the Director.

''(B) APPLICATION PEER-REVIEW PROCESS.—The Director—

''(i) shall establish a peer-review process for applications for grants received under this subsection; and

''(ii) shall forward the applications selected by the Director through such process to the Secretary.

''(C) PRIORITY.—In making awards under paragraph (2)(A), a grant recipient shall give priority to applicants whose application includes an assurance that the applicant will use a curriculum—

''(i) that is recognized by the working group established under section 17 of the National Science Foundation Act of 1950, particularly if the local educational agency (or agencies) described in paragraph (2)(A), or the State educational agency (if such agency is separate from the grant recipient), has adopted such curriculum; or

''(ii) that is three or four weeks in length.

''(6) OTHER REQUIREMENTS.—Paragraphs (2), (3), and (4) of subsection (a), and subsection (c), shall apply to recipients of funds under this subsection in the same manner as such provisions apply to recipients of funds under subsection (a)(1).

''(7) CREDIT FOR PARTICIPATION.—Participation in an institute supported under this subsection shall earn credit toward—

''(A) State continuing education requirements for teachers; or

''(B) a post-baccalaureate degree program at an institution of higher education.''.

(b) FUNDING.—

(1) ALLOCATION OF APPROPRIATED AMOUNTS.—Section 2003(b)(2) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6603(b)(2)) is amended by striking ''B;'' and inserting ''B, of which $100,000,000, $150,000,000, $200,000,000, and $200,000,000 shall be available to carry out section 2211(d) for fiscal years 2001, 2002, 2003, and 2004, respectively;''.

(2) RESERVATION OF FUNDS.—Section 2202(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6642(a)) is amended—

(A) in paragraph (1), by striking ''and'';

(B) in paragraph (2), by striking the period at the end and inserting ''; and''; and

(C) by adding at the end the following:

''(3) the amount made available under section 2003(b)(2) to carry out section 2211(d).''.

SEC. 104. GRANTS FOR TEACHER TECHNOLOGY TRAINING SOFTWARE AND INSTRUCTIONAL MATERIALS.

Section 3134 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6844) is amended—

(1) in paragraph (5), by striking ''and'' at the end;

(2) in paragraph (6), by striking the period at the end and inserting ''; and''; and

(3) by adding at the end the following:

''(7) providing technology training software and instructional materials to teachers.''.

SEC. 105. RESERVATION FOR AFTER-SCHOOL ACTIVITIES.

Section 10904(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8244) is amended—

(1) by striking ''and'' after the semicolon in paragraph (2);

(2) by striking the period at the end of paragraph (3) and inserting ''; and''; and

(3) by adding at the end the following:

''(4) an assurance that if awarded a grant under this part, the grant recipient shall use not less than 5 percent of the amount received to provide after-school day care services that focus on science activities.''.

SEC. 106. AFTER-SCHOOL SCIENCE DAY CARE AT COMMUNITY LEARNING CENTERS.

Section 10905(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8245(3)) is amended by striking ''services.'' and inserting ''services, including after-school day care services that focus on science activities for children in grades kindergarten through the sixth grade.''.

TITLE II—OTHER PROVISIONS

SEC. 201. WORK-STUDY AMENDMENTS.

(a) TECHNOLOGY TRAINING TREATED AS COMMUNITY SERVICE.—Section 441(c) of the Higher Education Act of 1965 (20 U.S.C. 2751(c)) is amended—

(1) in paragraph (1), by inserting ''technology training,'' after ''literacy training,''; and

(2) in paragraph (4)(A), by inserting before the semicolon at the end the following: '', including tutoring teachers in the uses of classroom technology''.

(b) ADDITIONAL SPENDING FOR TECHNOLOGY TRAINING.—Section 443(b)(2)(B) of such Act (20 U.S.C. 2753(b)(2)(B)) is amended—

(1) by striking ''7 percent'' and inserting ''10 percent'';

(2) by inserting ''(i)'' after ''shall ensure that''; and

(3) by inserting after ''requirement of this subparagraph'' the following: '', and (ii) at least 3 percent of the total amount of funds granted to such institution under this section for such fiscal year is used to compensate students employed in technology training or tutoring teachers in the uses of classroom technology (or both),''.

SEC. 202. STUDY.

The Secretary of Commerce, in consultation with other Government agencies, appropriate organizations, and private businesses and corporations, shall conduct a study of—

(1) the feasibility and effectiveness of various incentives, including tax credits, for corporations and businesses to provide—

(A) personnel with regular compensation for time spent as volunteers engaged in the technological training of teachers; and

(B) facilities for the provision of such training of teachers;

(2) alternative methods of providing financial support, through income tax credits, loan forgiveness, or otherwise, to individuals seeking training or retraining in mathematics, science, and technology education;

(3) the effectiveness of colleges and universities in training teachers who are able to use technology and able to integrate technology into lesson plans and curricula, including distance learning;

(4) methods to coordinate a working alliance at various levels of government between the business and academic community; and

(5) additional means of improving the efficiency of the technological training of teachers.

SEC. 203. REPORT TO CONGRESS.

Not later than one year after the date of the enactment of this Act, the Secretary of Commerce shall transmit to the Congress a report outlining the results of the study conducted under section 202. Such report shall include proposals for a comprehensive approach to providing technologically competent teachers to our Nation's schools. With respect to any objectives described in paragraphs (1) though (5) of section 202 that the Secretary determines are feasible and effective, such report shall include a plan for the accomplishing such objectives.

S. 2624

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 ''National Science Education Act''.

SEC. 2. FINDINGS.

Congress finds the following:

(1) As concluded in the report of the Committee on Science of the House of Representatives, ''Unlocking Our Future Toward a New National Science Policy,'' which was adopted by the House of Representatives, the United States must maintain and improve its preeminent position in science and technology in order to advance human understanding of the universe and all it contains, and to improve the lives, health, and freedoms of all people.

(2) It is estimated that more than half of the economic growth of the United States today results directly from research and development in science and technology. The most fundamental research is responsible for investigating our perceived universe, to extend our observations to the outer limits of what our minds and methods can achieve, and to seek answers to questions that have never been asked before. Applied research continues the process by applying the answers from basic science to the problems faced by individuals, organizations, and governments in the everyday activities that make our lives more livable. The scientific-technological sector of our economy, which has driven our recent economic boom and led the United States to the longest period of prosperity in history, is fueled by the work and discoveries of the scientific community.

(3) The effectiveness of the United States in maintaining this economic growth will be largely determined by the intellectual capital of the United States. Education is critical to developing this resource.

(4) The education program of the United States needs to provide for 3 different kinds of intellectual capital. First, it needs scientists and engineers to continue the research and development that is central to the economic growth of the United States. Second, it needs technologically proficient workers who are comfortable and capable dealing with the demands of a science-based, high-technology workplace. Last, it needs scientifically literate voters and consumers to make intelligent decisions about public policy.

(5) Student performance on the recent Third International Math and Science Study highlights the shortcomings of current K–12 science and mathematics education in the United States, particularly when compared to other countries. We must expect more from our Nation's educators and students if we are to build on the accomplishments of previous generations. New methods of teaching mathematics and science are required, as well as better curricula and improved training of teachers.

(6) Science is more than a collection of facts, theories, and results. It is a process of inquiry built upon observations and data that leads to a way of knowing and explaining in logically derived concepts and theories.

(7) Students should learn science primarily by doing science. Science education ought to reflect the scientific process and be object-oriented, experiment-centered, and concept-based.

(8) Children are naturally curious and inquisitive. To successfully tap into these innate qualities, education in science must begin at an early age and continue throughout the entire school experience.

(9) Teachers provide the essential connection between students and the content they are learning. High-quality prospective teachers need to be identified and recruited by presenting to them a career that is respected by their peers, is financially and intellectually rewarding, and contains sufficient opportunities for advancement.

(10) Teachers need to have incentives to remain in the classroom and improve their practice, and training of teachers is essential if the results are to be good. Teachers need to be knowledgeable of their content area, of their curriculum, of up-to-date research in teaching and learning, and of techniques that can be used to connect that information to their students in their classroom.

SEC. 3. ASSURANCE OF CONTINUED LOCAL CONTROL.

Nothing in this Act may be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system.

SEC. 4. MASTER TEACHER GRANT PROGRAM.

The National Science Foundation Act of 1950 (42 U.S.C. 1861 et seq.) is amended—

(1) by redesignating section 16 as section 18; and

(2) by inserting after section 15 the following new section:

''§ 16. Grants and awards

''(a)(1) The Director of the National Science Foundation shall conduct a grant program to make grants to a State or local educational agency or to a private elementary or middle school for the purpose of hiring a master teacher described in paragraph (3).

''(2) In order to be eligible to receive a grant under this subsection, a State or local educational agency or private elementary or middle school shall submit to the Director a description of the requirements for a master teacher of the State or local educational agency or school, including certification requirements and job responsibilities of the master teacher, and a description of how professional development will be integrated with the math or science program of the State educational agency or local educational agency or school including a master teacher.

''(3) A master teacher referred to in paragraph (1)—

''(A) shall provide support for not more than 10 teachers at public and private schools in math, science, engineering or technology programs for students in grades kindergarten through the eighth grade; and

''(B) shall be responsible for in-classroom assistance and oversight of hands-on inquiry materials, equipment, and supplies, including supplying and repairing such materials.

''(4) Grants shall be made under this section out of funds available for the National Science Foundation for Education and Human Resources Activities.

''(b) In this section, the terms 'State educational agency' and 'local educational agency' have the meaning given those terms in section 14101 of the Elementary and Secondary Education Act of 1965.''.

SEC. 5. HIGH-QUALITY EDUCATIONAL SOFTWARE FOR ALL SCHOOLS.

The National Science Foundation Act of 1950 (42 U.S.C. 1861 et seq.) is further amended in section 16 (as added by section 4) by adding at the end the following new subsection:

''(c)(1) The Director is authorized to award grants, on a competitive basis, to secondary school and college students working with university faculty, software developers, and experts in educational technology, or to university faculty, software developers, and experts in educational technology working with secondary school or college students, for the development of high-quality educational software and Internet web sites by such students, faculty, developers, and experts.

''(2)(A) The Director shall recognize outstanding educational software and Internet web sites developed with assistance provided under this subsection.

''(B) The President is requested to, and the Director shall, issue an official certificate signed by the President and Director, to each student and faculty member who develops outstanding educational software or Internet web sites recognized under this subsection.

''(3) The educational software or Internet web sites that are recognized under this subsection shall focus on core curriculum areas.

''(4) The Director shall give priority to awarding grants for the development of educational software or Internet web sites in the areas of mathematics, science, engineering, and technology.

''(5) The Director shall designate official judges to recognize outstanding educational software or Internet web sites assisted under this section.''.

SEC. 6. ESTABLISHMENT OF WORKING GROUP ON SCIENCE, MATHEMATICS, ENGINEERING, AND TECHNOLOGY EDUCATION.

The National Science Foundation Act of 1950 (42 U.S.C. 1861 et seq.) is further amended by inserting after section 16 (as added by section 4) the following new section:

''§ 17. Establishment of working group on science, mathematics, engineering, and technology education

''(a) There is established in the National Science Foundation a working group to review and coordinate regular and supplemental curricula in kindergarten through the twelfth grade for science, mathematics, engineering, and technology, taking into account—

''(1) the content, scope, and sequence of such curricula;

''(2) the research basis for such curricula; and

''(3) the demonstrated results of such curricula.

''(b) There shall be 15 members of the working group established by subsection (a), who shall have experience in the fields of life science, physical science, earth science, chemistry, technology, math, or engineering, and who shall be appointed by the Director for a three-year term that may be extended once for an additional three years. The members shall be appointed as follows:

''(1) 4 members appointed from among representatives from appropriate professional societies representing the scientific disciplines.

''(2) 3 members appointed from among business leaders who are active in education.

''(3) 2 members appointed from among representatives of institutions of higher education.

''(4) 2 members appointed from among representatives of schools of education within such institutions.

''(5) 4 members appointed from among representatives of professional societies that represent science teaching.

''(c)(1) The working group established by subsection (a)—

''(A) shall, beginning not later than three years after the date of the enactment of this Act, award recognition annually in predetermined categories;

''(B) shall publish all criteria upon which a review by the working group under this section is based; and

''(C) shall disseminate information on award-winning programs for the purpose of acting as a resource for State and local educational agencies—

''(i) for determining the best methods for teachers to present science, mathematics, engineering, and technology subject areas to students; and

''(ii) for organizing science, mathematics, engineering, and technology disciplines.

''(2) The information required to be disseminated by paragraph (1)(C) shall include information describing the activities of the award-winning programs and the awards made in each category.''.

SEC. 7. DEMONSTRATION PROGRAM AUTHORIZED.

(a) GENERAL AUTHORITY.—

(1) IN GENERAL.—

(A) GRANT PROGRAM.—The Director shall, subject to appropriations, carry out a demonstration project under which the Director awards grants in accordance with this section to eligible local educational agencies.

(B) USES OF FUNDS.—A local educational agency that receives a grant under this section may use such grant funds to develop an information technology program that builds or expands mathematics, science, and information technology curricula, to purchase equipment necessary to establish such program, and to provide professional development in such fields.

(2) PROGRAM REQUIREMENTS.—The program described in paragraph (1) shall—

(A) provide professional development specifically in information technology, mathematics, and science; and

(B) provide students with specialized training in mathematics, science, and information technology.

(b) ELIGIBLE LOCAL EDUCATIONAL AGENCY.—For purposes of this section, a local educational agency is eligible to receive a grant under this section if the agency—

(1) provides assurances that it has executed conditional agreements with representatives of the private sector to provide services and funds described in subsection (c); and

(2) agrees to enter into an agreement with the Director to comply with the requirements of this section.

(c) PRIVATE SECTOR PARTICIPATION.—The conditional agreement referred to in subsection (b)(1) shall describe participation by the private sector, including—

(1) the donation of computer hardware and software;

(2) the establishment of internship and mentoring opportunities for students who participate in the information technology program; and

(3) the donation of higher education scholarship funds for eligible students who have participated in the information technology program.

(d) APPLICATION.—

(1) IN GENERAL.—Each eligible local educational agency desiring a grant under this section shall submit an application to the Director in accordance with guidelines established by the Director pursuant to paragraph (2).

(2) GUIDELINES.—

(A) REQUIREMENTS.—The guidelines referred to in paragraph (1) shall require, at a minimum, that the application include—

(i) a description of proposed activities consistent with the uses of funds and program requirements under subsection (a)(1)(B) and (a)(2);

(ii) a description of the higher education scholarship program, including criteria for selection, duration of scholarship, number of scholarships to be awarded each year, and funding levels for scholarships; and

(iii) evidence of private sector participation and financial support to establish an internship, mentoring, and scholarship program.

(B) GUIDELINE PUBLICATION.—The Director shall issue and publish such guidelines not later than 6 months after the date of the enactment of this Act.

(3) SELECTION.—The Director shall select a local educational agency to receive an award under this section in accordance with subsection (e) and on the basis of merit to be determined after conducting a comprehensive review.

(e) PRIORITY.—The Director shall give special priority in awarding grants under this section to eligible local educational agencies that—

(1) demonstrate the greatest ability to obtain commitments from representatives of the private sector to provide services and funds described under subsection (c);

(2) demonstrate the greatest economic need; and

(3) use a curriculum recognized by the working group established by section 17 of the National Science Foundation Act of 1950 (as added by section 6).

(f) ASSESSMENT.—The Director shall assess the effectiveness of activities carried out under this section.

(g) STUDY AND REPORT.—The Director—

(1) shall initiate an evaluative study of eligible students selected for scholarships pursuant to this section in order to measure the effectiveness of the demonstration program; and

(2) shall report the findings of the study to Congress not later than 4 years after the award of the first scholarship. Such report shall include the number of students graduating from an institution of higher education with a major in mathematics, science, or information technology and the number of students who find employment in such fields.

(h) DEFINITIONS.—Except as otherwise provided, for purposes of this section—

(1) the term ''Director'' means the Director of the National Science Foundation;

(2) the term ''eligible student'' means a student enrolled in the 12th grade who—

(A) has participated in an information technology program established pursuant to this section;

(B) has demonstrated a commitment to pursue a career in information technology, mathematics, science, or engineering; and

(C) has attained high academic standing and maintains a grade point average of not less than 3.0 on a 4.0 scale for the last 2 years of secondary school (11th and 12th grades); and

(3) the term ''local educational agency'' has the same meaning given such term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to the National Science Foundation to carry out this section, $3,000,000.

(j) MAXIMUM GRANT AWARD.—An award made to an eligible local educational agency under this section may not exceed $300,000.

SEC. 8. DISSEMINATION OF INFORMATION ON REQUIRED COURSE OF STUDY FOR CAREERS IN SCIENCE, MATHEMATICS, ENGINEERING, AND TECHNOLOGY EDUCATION.

The Director of the National Science Foundation shall, jointly with the Secretary of Education, compile and disseminate information (including, but not limited to, through outreach, school counselor education, and visiting speakers) regarding—

(1) standard prerequisites for middle school and high school students who seek to enter a course of study at an institution of higher education in science, mathematics, engineering, or technology education for purposes of teaching in an elementary or secondary school; and

(2) the licensing requirements in each State for science, mathematics, engineering, or technology elementary or secondary school teachers.

SEC. 9. REQUIREMENT TO CONDUCT STUDY EVALUATION.

(a) STUDY REQUIRED.—The Director of the National Science Foundation shall enter into an agreement with the National Academy of Sciences under which the Academy shall compile and evaluate studies on the effectiveness of technology in the classroom on learning and student performance, as measured by State standardized tests. The study evaluation shall include, to the extent available, information on the type of technology used in each classroom, the reason that such technology works, and the teacher training that is conducted in conjunction with the technology.

(b) DEADLINE FOR COMPLETION.—The study evaluation required by subsection (a) shall be completed not later than 180 days after the date of the enactment of this Act.

(c) DEFINITION OF TECHNOLOGY.—In this section, the term ''technology'' has the meaning given that term in section 3113(11) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6813(11)).

(d) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to the National Science Foundation $600,000 for the purpose of conducting the study evaluation required by subsection (a).

SEC. 10. TEACHER TECHNOLOGY PROFESSIONAL DEVELOPMENT.

The National Science Foundation Act of 1950 (42 U.S.C. 1861 et seq.) is further amended in section 16 (as added by section 4) by adding at the end the following new subsection:

''(d) The Director shall establish a grant program under which grants may be made for instruction of teachers for grades kindergarten through the twelfth grade on the use of technology in the classroom.''.

SEC. 11. MIDDLE SCHOOL COMPUTER LITERACY ASSISTANCE.

The National Science Foundation Act of 1950 (42 U.S.C. 1861 et seq.) is further amended in section 16 (as added by section 4) by adding at the end the following new subsection:

''(e)(1) The Director is authorized to award grants to assist States in reaching the goal of making all middle school graduates in the State technology literate.

''(2) Grants awarded under this subsection shall be used for teacher training in technology, with an emphasis on programs that prepare 1 or more teachers in each middle school in the State to become technology leaders who then serve as experts and train other teachers.

''(3) Each State shall encourage schools that receive assistance under this subsection to provide matching funds, with respect to the cost of teacher training in technology to be assisted under this subsection, in order to enhance the impact of the teacher training and to help ensure that all middle school graduates in the State are computer literate.''.

SEC. 12. SCIENCE, MATHEMATICS, ENGINEERING, AND TECHNOLOGY EDUCATION CONFERENCE.

(a) IN GENERAL.—Within 180 days after the date of the enactment of this Act, the Director of the National Science Foundation shall convene a conference of representatives from Federal, State, and local governments, private industries, professional organizations, educators, science, mathematics, engineering, and technology educational resource providers, students, and any other stakeholders the Director decides would provide useful participation in the conference. Such conference shall be known as the National Science Education Forum.

(b) PURPOSES.—The purposes of the conference convened under subsection (a) shall be to—

(1) identify existing science, mathematics, engineering, and technology education programs and resource providers;

(2) examine how well existing programs are coordinated and how much collaboration exists among them;

(3) examine the common goals and differences among the participants at the conference; and

(4) develop strategies that will support partnerships and leverage resources.

(c) REPORT AND PUBLICATION.—At the conclusion of the conference the Director of the National Science Foundation shall—

(1) transmit to the Committee on Science of the House of Representatives and to the Committee on Commerce, Science, and Transportation of the Senate a report on the outcome and conclusions of the conference; and

(2) ensure that a similar report is published and distributed as widely as possible to stakeholders in science, mathematics, engineering, and technology education.

SEC. 13. GRANTS FOR DISTANCE LEARNING.

The National Science Foundation Act of 1950 (42 U.S.C. 1861 et seq.) is further amended in section 16 (as added by section 4) by adding at the end the following new subsection:

''(f) The Director may make grants to a State or local educational agency or to a private elementary, middle, or secondary school, under any grant program administered by the Director using funds appropriated for the National Science Foundation for Education and Human Resources Activities, for activities in which distance learning is integrated into the education process in grades kindergarten through the twelfth grade.''.

SEC. 14. AVAILABILITY OF CURRICULAR PROGRAMS THROUGH THE INTERNET.

The Director of the National Science Foundation shall make available through the Internet at no cost a complete field-test version (including text and graphics) of any curricular program, the development for which the National Science Foundation provided funds.

SEC. 15. SCHOLARSHIPS TO PARTICIPATE IN CERTAIN RESEARCH ACTIVITIES.

(a) IN GENERAL.—The President, acting through the National Science Foundation, shall provide scholarships to teachers at public and private schools in grades kindergarten through the twelfth grade in order that such teachers may participate in research programs conducted at private entities or Federal or State Government agencies. The purpose of such scholarships shall be to provide teachers with an opportunity to expand their knowledge of science and research techniques and encourage incorporation of such techniques into the classroom.

(b) REQUIREMENTS.—In order to be eligible to receive a scholarship under this section, a teacher described in subsection (a) shall be required to develop, in conjunction with the private entity or Government agency at which the teacher will be participating in a research program, a proposal to be submitted to the President describing the types of research activities involved, and how techniques with respect to such research may be incorporated into the educational process.

(c) PERIOD OF PROGRAM.—Participation in a research program in accordance with this section may be for a period of one academic year or 2 sequential summers.

(d) INTERNET SITE.—The Director of the National Science Foundation shall establish an Internet web site which may be used by students and teachers participating in the program under this section to incorporate research knowledge and techniques into the educational process.

By Ms. COLLINS (for herself, Mr. DODD, Mr. HUTCHINSON, Mr. WELLSTONE, Mr. TORRICELLI, Mr. MURKOWSKI, Mr. DORGAN, Mr. LIEBERMAN, and Mr. MOYNIHAN):

S. 2625. A bill to amend the Public Health Service Act to revise the performance standards and certification process for organ procurement organizations; to the Committee on Health, Education, Labor, and Pensions.

THE ORGAN PROCUREMENT ORGANIZATION CERTIFICATION ACT OF 2000

Ms. COLLINS. Mr. President, I rise today on behalf of myself, Senator DODD, Senator HUTCHINSON, Senator WELLSTONE, Senator MURKOWSKI, Senator TORRICELLI, Senator DORGAN, Senator LIEBERMAN and Senator MOYNIHAN, to introduce the Organ Procurement Organization Certification Act of 2000 to improve the performance evaluation and certification process that the Health Care Financing Administration currently uses for organ procurement organizations.

Our nation's 60 organ procurement organizations (OPOs) play a critical role in procuring and placing organs and are therefore key to our efforts to increase the number and quality of organs available for transplant. They provide all of the services necessary in a particular geographic region for coordinating the identification of potential donors, requests for donation and recovery and transport of organs. The professionals in the OPOs evaluate potential donors, discuss donation with family members, and arrange for the surgical removal of donated organs. They are also responsible for preserving the organs and making arrangements for their distribution according to national organ sharing policies. Finally, the OPOs provide information and education to medical professionals and the general public to encourage organ and tissue donation to increase the availability of organs for transplantation.

According to the Institute of Medicine's (IOM's) 1999 report on organ procurement and transplantation, a major impediment to greater accountability and improved performance on the part of OPOs is the current lack of a reliable and valid method for assessing donor potential and OPO performance.

The current certification process for OPOs sets an arbitrary, population-based performance standard for certifying OPOs based on donors per million of population in their service areas. It sets a standard for acceptable performance based on five criteria: donors recovered per million, kidneys recovered per million, kidneys transplanted per million, extrarenal organs (heart, liver, pancreas and lungs) recovered per million, and extrarenal organs transplanted per million. The HCFA assesses the OPOs' adherence to these standards every two years. Each OPO must meet at least 75 percent of the national mean for four of these five categories to be recertified as the OPO for a particular area and to receive Medicare and Medicaid payments. Without HCFA certification, an OPO cannot continue to operate.

The GAO, the IOM, the Harvard School of Public Health and others all have criticized HCFA's use of this population-based standard to measure OPO performance. According to the GAO, ''HCFA's current performance standard does not accurately assess OPOs' ability to meet the goal of acquiring all usable organs because it is based on the total population, not the number of potential donors, within the OPO's service areas.''

OPO service areas vary widely in the distribution of deaths by cause, underlying health conditions, age, and race. These variations can pose significant advantages or disadvantages to an OPO's ability to procure organs, and a major problem with HCFA's current performance assessment is that it does not account for these variations. An extremely effective OPO that is getting a high yield of organs from the potential donors in its service area may appear to be performing poorly because it has a disproportionate share of elderly people or a high rate of people infected with HIV or AIDS, which eliminates them for consideration as an organ donor. At the same time, an ineffective OPO may appear to be performing well because it is operating in a service area

with a high proportion of potential donors.

For example, organ donors typically die from head trauma and accidental injuries, and these rates can vary dramatically from region to region. According to the Centers for Disease Control and Prevention (CDC), in 1991, the number of drivers fatally injured in traffic accidents in Maine was 15.54 per 100,000 population. In Mississippi, however, it was 30.56, giving the OPO serving that state a tremendous advantage over the New England Organ Bank, which serves Maine.

Use of this population-based method to evaluate OPO performance may well result in the decertification of OPOs that are actually excellent performers. Moreover, unlike other HCFA certification programs, the certification process for OPOs lacks a clearly defined due process component for resolving conflicts—an OPO that has been decertified has no opportunity for appeal to the Secretary of HHS on either substantive or procedural grounds. The current system therefore forces OPOs to compete on the basis of an imperfect grading system, with no guarantee of an opportunity for fair hearing based on their actual performance. This situation pressures many OPOs to focus on the certification process itself rather than on activities and methods to increase donation, undermining what should be the overriding goal of the program. Moreover, the current two-year cycle—which is shorter than other certification programs administered by HCFA—provides little opportunity to examine trends and even less incentive for OPOs to mount long-term interventions.

The legislation we are introducing today has four major objectives. First, it imposes a moratorium on the current recertification process for OPOs and on the use of population-based performance measurements. Under our bill, the certification of qualified OPOs will remain in place through January 1, 2002, for those OPOs that have been certified as of January 1, 2000, and that meet other qualification requirements apart from the current performance standards. Second, the bill requires the Secretary of Health and Human Services to promulgate new rules governing OPO recertification by January 1, 2002. These new rules are to rely on outcome and process performance measures based on evidence of organ donor potential and other relevant factors, and recertification for OPOs shall not be required until they are promulgated. Third, the bill provides an opportunity for an OPO to appeal a decertification to the Secretary on substantive and procedural grounds, and fourth the bill extends the current two-year certification cycle to four years.

Mr. PRESIDENT, the bill we are introducing today makes much needed improvements in the flawed process that HCFA currently uses to certify and assess OPO performance, and I urge all of our colleagues to join us in supporting it.

By Mr. JEFFORDS:

S. 2626. A bill to amend the Internal Revenue Code of 1986 to improve access to tax-exempt debt for small non-profit health care and educational institutions; to the Committee on Finance.

IMPROVING ACCESS TO TAX-EXEMPT DEBT FOR SMALL NON-PROFIT HEALTH CARE AND EDUCATIONAL INSTITUTIONS.

● Mr. JEFFORDS. Mr. President, today I am introducing legislation that will help small health and educational institutions more effectively finance the cost of essential services and new facility construction. By modifying the laws that restrict the deductibility of ''bank eligible'' bonds, the bill I am introducing today will increase access to tax-exempt financing for small nonprofit organizations that need it most, like small local hospitals and small institutions of higher education.

The Tax Reform Act of 1986 unintentionally discriminated against small educational, health care and other nonprofit institutions that want to sell small amounts of tax-exempt debt to community banks. Before 1986, banks and financial institutions could deduct the interest incurred to carry a tax-exempt bond. This benefit enabled banks to purchase tax-exempt bonds at attractive rates. The 1986 tax act repealed bank deductibility, although an exception was retained for small issuers that issue bonds of $10 million or less each year.

This exception was designed to preserve bank deductibility for small beneficiaries, but in practice is of assistance only to private placements issued by small local issuers. The small issuer exception has proven to be of little value in many States, like Vermont, where statewide health care and higher education bond issuing authorities typically issue many millions of dollars of debt each year. My bill will modify the small issuer exemption by granting the bond issuers the right to apply the small issuer exemption at the level of the ultimate beneficiary of the funding. Consequently, a small college or health care facility borrowing less than $10 million in tax-exempt debt in any one year could elect tax-exempt status for the debt, even if it is issued by a statewide issuing authority. This would make the debt more attractive to local banks, and could result in significant savings for the beneficiary institution over the life of the bond.

My bill focuses the benefit of the small issuer exemption on smaller nonprofits, without regard to whether the bond issuer is government entity issuing more than $10 in bonds per year. Small non-profits are important community institutions; they stand to benefit from greater access to tax-exempt debt. Wall Street and large banks may have little interest in small amounts of debt from small institutions, which can prove costly to administer. The bank across the street from a local college or health care clinic, however, may have greater confidence and insight in the institution. My bill would allow those banks to carry tax-exempt debt at attractive rates and maintain commitments to the people and institutions in their local communities.

I urge my colleagues to support this bill.●

By Mr. BURNS:

S. 2627. A bill to direct the Secretary of the Interior to provide funding for rehabilitation of the Going-to-the-Sun Road in Glacier National Park, to authorize funds for maintenance of utilities related to the Park, and for other purposes; to the Committee on Energy and Natural Resources.

THE GLACIER NATIONAL PARK REHABILITATION DEMONSTRATION

● Mr. BURNS. Mr. President, I rise today to introduce a bill that will direct the Secretary of the Interior to provide funding for the rehabilitation of the Going-to-the-Sun Road in Glacier National Park, authorize funds to address the maintenance backlog facing the park's sewer and drinking water infrastructure, and allow the Secretary to enter into a demonstration project to rehabilitate the historic hotels in Glacier National Park using private funds.

This legislation is a companion to a bill recently introduced by Representative RICK HILL in the House of Representatives. The bill would provide $20 million for much-needed water and sewer infrastructure upgrades, which could extend the park's yearly operating season to six months. Extending the season is extremely important to ensure that revenue will be generated to rehabilitate these historic structures in Glacier National Park.

Additionally, the legislation will allow the Secretary of the Interior to enter into an extended concessionaire agreement so that the concessionaire will be eligible for tax incentives that will make the multi-million dollar investment in these historic lodges affordable. The National Park Service is supportive of this effort and would benefit from the added flexibility to exempt competitive concessions contracts from the current 20-year maximum contract length. Permitting this exemption would allow concessionaires to qualify for historic preservation tax credits and dedicate funds toward Many Glacier Hotel and the Lake McDonald Lodge.

The marriage of public and private investment allowed by this pilot project is the only workable solution that we have found that will save the park's historic structures in a timely manner. With a multi-billion dollar backlog of maintenance projects in our National Parks, it is highly unlikely the rehabilitation projects could be funded using purely public funds. Glacier Park is a place that all Montanans hold dear, and its historic hotels are a significant part of its rich heritage. After years of use, these hotels are now

in dire need of rehabilitation, and unfortunately the funds just aren't available at the federal level. This pilot project offers us a unique opportunity to begin the work necessary to maintain Glacier Park's preeminent place in our national park system and preserve it for generations to come. The legislation still ensures a competitive concessionaire program, but will also ensure that America's citizens are able to enjoy these century old buildings for generations to come.

Finally, the legislation authorizes funding to rehabilitate the Going-to-the-Sun Road. This highway is a true feat of engineering, and one of the most beautiful roadways in the world. It is the centerpiece of Glacier National Park, and must receive this added attention as soon as possible to avoid risking public safety and increasing the eventual cost of rehabilitating the road to acceptable standards.

I look forward to swift consideration of this legislation and the support of my colleagues.●

By Mr. MACK:

S. 2628. A bill to suspend temporarily the duty on R115777; to the Committee on Finance.

LEGISLATION TO SUSPEND TEMPORARILY THE DUTY ON R115777

● Mr. MACK. 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. 2628

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

SECTION 1. R115777.

(a) IN GENERAL.—Subchapter II of chapter 99 of the Harmonized Tariff Schedule of the United States is amended by inserting in numerical sequence the following new heading:

''	9902.33.40	R115777, (R)-6-[amino(4-chlorophenyl)(1-methyl-1H-imidazol-5-yl)methyl]-4-(3-chlorophenyl)-1-methyl-2(1H)-quinoline, in bulk active form as the active drug to treat pancreatic cancer (CAS No. 192185-72-1)(provided for in subheading 2933.40.26)	Free	No change	No change	On or before 12/31/2003	''.

(b) EFFECTIVE DATE.—The amendment made by subsection (a) applies to goods entered, or withdrawn from warehouse for consumption, on or after the date that is 15 days after the date of enactment of this Act.●

By Mr. HELMS:

S. 2629. A bill to designate the facility of the United States Postal Service located at 114 Ridge Street in Lenoir, North Carolina, as the ''James T. Broyhill Post Office Building''; to the Committee on Governmental Affairs.

JAMES T. BROYHILL POST OFFICE BUILDING

Mr. HELMS. Mr. President, I will shortly offer legislation authorizing the naming of the Post Office 114 Ridge Street Lenoir, N.C., for The Honorable James T. Broyhill, one of North Carolina's more distinguished servants, philanthropists, and businessmen.

Congressman RICHARD BURR and Congressman CASS BALLENGER are offering companion House legislation, which is cosponsored by the entire North Carolina delegation in that body.

He was born in Lenoir, NC on August 19, 1927 to the late J.E. and Satie (Hunt) Broyhill. He is a 1950 graduate of the University of North Carolina at Chapel Hill with a degree in Business Administration.

After graduation he served as Vice-President of Broyhill Furniture Industries and as a member of the Lenoir Chamber of Commerce, which he served as President from 1955 to 1957. As many Senators are aware, Broyhill Furniture Industries has a worldwide reputation as one of the finest furniture manufacturers in the world.

Mr. President, in 1962, Jim Broyhill was elected to the U.S. House of Representatives where he served 12 terms ending in June of 1986. During his service in the House he was the Ranking Member of the House Energy and Commerce Committee and was instrumental in guiding Republican legislative efforts through that committee.

In May 1986 he won the Republican nomination for the U.S. Senate seat vacated by Senator John P. East. Following Senator East's tragic death in June of 1986, Jim Broyhill was appointed to the U.S. Senate by then Governor Jim Martin to serve the remainder of Senator East's term. His committee assignments include seats on the Senate Judiciary Committee and Senate Armed Services Committee.

While he was unsuccessful in his 1986 election bid for the U.S. Senate, but this did not dampen his willing commitment to help others in North Carolina. In addition he was selected (by then Governor Jim Martin) to serve as Chairman of the North Carolina Economic Development Board. In 1989, he was appointed by Governor Martin to serve as North Carolina's Secretary of Commerce, which he held until 1991.

He then retired to Winston-Salem. His wife is the former Louise Robbins and has three fine children; and they have three children: Marylin Beach, James Edgar Broyhill II, and Philip R. Broyhill.

Mr. President, I ask unanimous consent that the enabling legislation (S. 2629) be printed in the RECORD.

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

S. 2629

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

SECTION 1. JAMES T. BROYHILL POST OFFICE BUILDING.

(a) DESIGNATION.—The facility of the United States Postal Service located at 114 Ridge Street in Lenoir, North Carolina, shall be known and designated as the ''James T. Broyhill Post Office Building''.

(b) REFERENCES.— Any reference in a law, map, regulation, document, paper, or other record of the United States to the facility referred to in subsection (a) shall be deemed to be a reference to the ''James T. Broyhill Post Office Building''.

ADDITIONAL COSPONSORS

S. 662

At the request of Mr. L. CHAFEE, the name of the Senator from Alaska (Mr. STEVENS) was added as a cosponsor 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. 821

At the request of Mr. LAUTENBERG, the name of the Senator from Maryland (Ms. MIKULSKI) was added as a cosponsor of S. 821, a bill to provide for the collection of data on traffic stops.

S. 978

At the request of Mr. WARNER, the name of the Senator from Nebraska (Mr. HAGEL) was added as a cosponsor of S. 978, a bill to specify that the legal public holiday known as Washington's Birthday be called by that name.

S. 1017

At the request of Mr. MACK, the name of the Senator from Nevada (Mr. REID) was added as a cosponsor of S. 1017, a bill to amend the Internal Revenue Code of 1986 to increase the State ceiling on the low-income housing credit.

S. 1074

At the request of Mr. TORRICELLI, the names of the Senator from New Jersey (Mr. LAUTENBERG), the Senator from South Carolina (Mr. HOLLINGS), the Senator from California (Mrs. BOXER), the Senator from Connecticut (Mr. DODD), the Senator from Pennsylvania (Mr. SPECTER), the Senator from North Carolina (Mr. HELMS), and the Senator from North Carolina (Mr. EDWARDS) were added as cosponsors of S. 1074, a bill to amend the Social Security Act to waive the 24-month waiting period for medicare coverage of individuals with amyotrophic lateral sclerosis (ALS), and to provide medicare coverage of drugs and biologicals used for the treatment of ALS or for the alleviation of symptoms relating to ALS.

S. 1333

At the request of Mr. WYDEN, the name of the Senator from Rhode Island (Mr. REED) was added as a cosponsor of S. 1333, a bill to expand homeownership in the United States.