

these additional funds to provide financial help for salaries in local communities.

We have given maximum flexibility to communities to ensure that we have a well-qualified teacher in every classroom. We want to provide the incentive to help local communities. We can't do the whole job, but we are committed to trying to do our part.

The Senator raises the issue of where we are in the budget for this year in terms of recruitment and maintaining professional development for teachers who want to upgrade their skills. We find that in this administration's budget it is effectively zero over the previous year. I am troubled by both of these factors when we say we are serious about enhancing education.

Mr. DURBIN. Let me ask the Senator from Massachusetts this question. He was the negotiator, the one who put together this legislation with President Bush and the White House. Aren't we also imposing some obligations on school districts across America to have more teachers certified in certain subjects so that they will teach math and science, for example, computer skills, because they also have the skills and training to do it? Aren't we saying to school districts in the next few years, we want you to have more and more certified teachers, qualified teachers, standing in the classrooms?

I hear that when I get back to Chicago in the State of Illinois. They say: That is a good goal. We want to meet that goal. But understand that takes an investment in teacher education and training; that takes resources for the school district to attract these good teachers and keep them. Aren't we, in the Bush bill, Leave No Child Behind, creating a goal of more certified teachers in the classroom and then in the Bush budget not putting in the money to achieve that goal?

Mr. KENNEDY. The Senator is absolutely correct.

There are many important parts of this No Child Left Behind. But for me the point of having a well-qualified teacher in front of every child in this country and doing that over a 4-year period—we gave the priorities to the areas where we had the neediest children, where you have the highest numbers of teachers who have not gotten their degrees. You have to admire these people anyway; they are teaching in difficult circumstances, and the best information we have is many of them want to continue teaching in these underserved areas if they will have an opportunity to get a degree and enhance their education.

But does the Senator know that there will be 18,000 fewer teachers who will be trained this year over last year because we have failed to provide the resources? I ask the Senator what possible sense that makes as well.

Mr. DURBIN. I say to the Senator from Massachusetts that we can't have it both ways. We cannot establish standards and say to school districts

across America that we want you to have accountability and testing and the very best teachers in the classroom, we want you to prove you can educate our young people so they can produce for the 21st century, and then have the President send us a budget that doesn't provide the resources.

We had the press conferences. Everybody was patting one another on the back and smiling and saying we were all committed to education. Now comes the sorry part of the picture, when the budget itself is not presenting the resources the school districts need. As I see it, over the past several years we have made dramatic increases in education, increasing our commitment as a nation to better schools and better students. Now we seem to have taken a dramatic step behind. I might add, the Senator from Massachusetts understands, as I do, that to do this is terrible, but to do it in order to generate another tax cut for the wealthiest people in America makes no sense at all in terms of investing for our future.

I ask the Senator, haven't we had a long run here of increases in spending for education that is now, in the Bush budget, being broken?

Mr. KENNEDY. Well, the Senator is absolutely correct. If you take the past years of expenditures, the increases, we show that from 1997 to 2001, in terms of education, it went up 13 percent. In 2002, total education is 16 percent. If you look at the budget request by the administration—I draw this to the attention of my colleagues. Look at the budget projections over the future. From 2003 to 2010, it is virtually zero. It is the cost of living, which in this bill the request is not—but it is not any increase whatsoever in terms of children. As a result, we are going to find out the number of children who are going to be left behind.

These are the facts. You are going to find out all the way out to 2007 that you are still going to have—current projections—over 6.5 million children left behind. If we had funded the legislation—No Child Left Behind—which the President signed, we have gone from 6.3 million down to 3.9 million over that period of time. If we are going to say we are not going to leave any children behind, we ought to have this number zero. This is the best we could do in terms of the legislation. This is what the rhetoric is. This is what the reality is. That is what is happening in this country not only in funding this legislation but in school budgets.

I would like to inquire of my colleague and friend, does he not find in Illinois that parents want their children to be able to go to a good school and learn? They are less interested about what the funding stream is going to be from the local, State, or Federal. Obviously, we have a responsibility to meet our obligations as to States and local communities. The parents want to be sure children are—

The PRESIDING OFFICER (Mr. REED). The time of the Senator has expired.

Mr. KENNEDY. I ask unanimous consent for 3 more minutes.

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

Mr. KENNEDY. Now we are putting it at risk—both the kinds of reforms we have gotten out here and in terms of the assurances to those parents that we are going to do our business. Doesn't the Senator agree with me?

We heard so much about accountability, that we ought to be accountable, as well as these children in local schools, and by doing that meet our responsibilities in investing in the children.

Mr. DURBIN. I think the Senator is correct. At this time, parents sending their children to school are less concerned about the sources of the money going into the schools. They want to make certain that the children coming out of the school are well educated.

Here we have a President who really did some historic things. He made an announcement that there was going to be a Federal commitment to education. His political party had said in years gone by they wanted to eliminate the Federal commitment to education. He said: I am going to take a different course. We are going to make a Federal commitment to schools and education and funding. We applauded him, and the Senator from Massachusetts did. We voted with him and gave him a bipartisan, strong vote. We said we will stand with you because every level of government should make a commitment to this most basic issue in America: educating our children.

And now comes the first budget. The promise of the Federal commitment to education is disappearing before our eyes. So for the parents in Illinois, and in Massachusetts, and in Wisconsin, who are concerned about the quality of schools, they have to feel they have been misled by a President who said he wanted to make this commitment but then presents a budget that does not.

We have to make the difference here in Congress. We have to put in the resources, and I think this Democratic Senate has to lead the way.

I thank the Senator from Massachusetts for his leadership.

Mr. KENNEDY. Our time is expiring, but we are going to take time every week to go over these figures and give a report to the American people and our colleagues on what is happening in real terms. We are giving the assurances that we are going to fight in these remaining weeks and months to make sure we are going to invest in the children. We are very hopeful we will get the support of our colleagues in doing so.

I thank the Senator and I yield the floor.

CONCLUSION OF MORNING BUSINESS

The PRESIDING OFFICER. Morning business is closed.

SUPPLEMENTAL APPROPRIATIONS ACT FOR FISCAL YEAR 2002

The PRESIDING OFFICER. Under the previous order, the Senate will now resume consideration of H.R. 4775, which the clerk will report.

The assistant legislative clerk read as follows:

A bill (H.R. 4775) making supplemental appropriations for further recovery from and response to terrorist attacks on the United States for the fiscal year ending September 30, 2002, and for other purposes.

Pending:

Reid Amendment No. 3570, to direct the Secretary of Agriculture to carry out a certain transfer of funds.

The PRESIDING OFFICER. The Senator from Massachusetts.

Mr. KENNEDY. Mr. President, I ask unanimous consent that the pending Reid amendment be temporarily set aside in order that I may offer an amendment.

The PRESIDING OFFICER. Is there objection?

Mr. FEINGOLD. Reserving the right to object.

The PRESIDING OFFICER. The Senator from Wisconsin.

Mr. FEINGOLD. I wonder if the Senator will amend the request to provide that after the disposition of the amendment of the Senator from Massachusetts that the Senator from New Hampshire, Mr. GREGG, be recognized to offer an amendment.

Mr. KENNEDY. I amend my request.

Mr. STEVENS. Reserving the right to object.

The PRESIDING OFFICER. The Senator from Alaska.

Mr. STEVENS. What is the request, Mr. President?

The PRESIDING OFFICER. The Senator from Massachusetts has requested permission to set aside the pending amendment to bring up his amendment. The Senator from Wisconsin has requested permission, at the conclusion of the Kennedy amendment, to offer the Gregg amendment.

Mr. STEVENS. I object.

The PRESIDING OFFICER. Objection is heard. The Senator from Massachusetts.

Mr. KENNEDY. Mr. President, is there objection to temporarily setting aside the Reid amendment?

The PRESIDING OFFICER. The Senator from Alaska.

Mr. STEVENS. I object to Senator FEINGOLD's request to add the Gregg amendment in sequence until we can see that. May I ask Senator KENNEDY to repeat his request?

The PRESIDING OFFICER. Will the Senator from Massachusetts repeat the request?

Mr. KENNEDY. I had asked that the pending Reid amendment be temporarily set aside, and then I was going to send my amendment to the desk, if that was agreed to. Then I understood Senator FEINGOLD asked unanimous consent to go after I conclude my amendment. That is what I had understood was going to be the process. I am

glad to work out whatever arrangement.

Mr. STEVENS. So far as I understand the position of this side, we have no objection to Senator KENNEDY setting aside the Reid amendment and proceeding with his amendment, but I do object to the sequencing of any amendment after that.

The PRESIDING OFFICER. The Senator from Wisconsin.

Mr. FEINGOLD. I object to the request of the Senator from Massachusetts. I do not want to object, but I do, and I suggest the absence of a quorum.

The PRESIDING OFFICER. Objection is heard. The Senator from Massachusetts still has the floor.

Mr. KENNEDY. Mr. President, I then offer—

Mr. FEINGOLD addressed the Chair.

Mr. KENNEDY. I think I still have the floor.

The PRESIDING OFFICER. The Senator from Massachusetts is correct; he has the floor.

AMENDMENT NO. 3583 TO AMENDMENT NO. 3570

Mr. KENNEDY. Mr. President, I offer a second-degree amendment to the Reid amendment.

The PRESIDING OFFICER. The clerk will report the second-degree amendment.

The assistant legislative clerk read as follows:

The Senator from Massachusetts [Mr. KENNEDY], for himself, Mr. SMITH of Oregon, Mrs. BOXER, Mr. DODD, Mr. REID, Mrs. MURRAY, and Mr. DURBIN, proposes an amendment numbered 3583 to amendment No. 3570.

Mr. KENNEDY. Mr. President, I ask unanimous consent that the reading of the amendment be dispensed with.

Mr. STEVENS. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. Is there objection to the request to ask for termination of the reading of the amendment? Without objection, it is so ordered.

The amendment is as follows:

(Purpose: To provide emergency school funding)

At the appropriate place, insert the following:

SEC. ____ EMERGENCY SUMMER SCHOOL FUNDING.

(a) FINDINGS; PURPOSE.—

(1) FINDINGS.—Congress finds the following:

(A) Under the amendments made by the No Child Left Behind Act of 2001, students and schools rightly are held accountable for meeting challenging State academic content and student academic achievement standards in mathematics, reading or language arts, and science.

(B) Summer programs and activities supported under the 21st Century Community Learning Centers program are critical to providing supplemental academic services and academic enrichment activities designed to help students meet local and State academic standards.

(C) Summer programs and activities supported under the 21st Century Community Learning Centers program help children and the children's families in the areas of youth development, drug and violence prevention, and character education.

(D) During the summer of 2002, school districts throughout the Nation will confront

more than \$200,000,000 in cuts to summer school programs, eliminating services and academic support to more than 150,000 struggling children.

(2) PURPOSE.—The purpose of this section is to provide opportunities for communities to provide summertime activities in community learning centers that—

(A) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics; and

(B) offer students an array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students.

(b) FUNDING FOR SUMMER SCHOOL PROGRAMS.—

(1) IN GENERAL.—Provided that, in addition to amounts otherwise available to carry out section 4205(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7175(a)), \$200,000,000 shall be available to carry out activities described in section 4205(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7175(a)) during the 2002 summer recess period.

(2) AWARDING OF GRANTS.—

(A) IN GENERAL.—Notwithstanding section 4202 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7172), the Secretary of Education shall award grants with funds made available under paragraph (1) on a competitive basis to eligible entities serving communities whose local educational agencies are not able to meet fully the communities' need for summer school programs.

(B) PRIORITY.—In awarding grants under subparagraph (A), the Secretary of Education shall give priority to an eligible entity that is a local educational agency or who serves a community whose local educational agency—

(i) serves high concentrations or numbers of low-income children;

(ii) before June 6, 2002, announced that the local educational agency is canceling or reducing summer school services in 2002; or

(iii) is located in a State whose State educational agency, before June 6, 2002, announced that the State educational agency is canceling or reducing summer school funding for 2002.

(3) APPLICATION AND OBLIGATION.—

(A) APPLICATION.—Notwithstanding sections 4203 and 4204 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7173 and 7174), an eligible entity that desires a grant under this section shall submit an application to the Secretary of Education at such time and in such manner as the Secretary of Education may require.

(B) OBLIGATION.—Not later than 4 weeks after the date of enactment of this section, the Secretary of Education shall obligate funds made available under this section.

(4) DEFINITION OF ELIGIBLE ENTITY.—In this section, the term "eligible entity" has the meaning given the term in section 4201 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7171).

(5) EMERGENCY DESIGNATION.—The entire amount necessary to carry out this section is designated by Congress as an emergency requirement pursuant to section 251(b)(2)(A) of the Balanced Budget and Emergency Deficit Control Act of 1985, as amended.

Mr. STEVENS. Mr. President, I suggest the absence of a quorum.