

legislation that would provide for financial incentive for troops involved, particularly those who reenlist in areas of the world such as Korea where they are separated from their families for long periods of time. It is one of the most difficult places in the military, we are told by the commanders, in which to recruit and especially re-recruit men and women to serve terms of duty because of the hardships, because of the additional costs that have to be borne because usually their families are left behind and that involves two parallel tracks of expenses—separation and phone bills. Senator SESSIONS and I proposed an income tax exemption for troops who serve in far-flung areas of the world such as Korea. I will renew my efforts this year to see that legislation enacted because it is the least we can do and the least that is deserved by these brave men and women.

The commanders in those areas have asserted it would be invaluable in recruiting efforts.

I see the real leader and the commander of the Senate when it comes to the Armed Services, my very distinguished chairman of the committee on which I am proud to serve, the chairman of the Senate Armed Services Committee, the Senator from Virginia.

I yield the floor.

Mr. WARNER. Before my colleague departs, I commend him for the interest the Senator has taken in the men and women of the Armed Forces, the national security policy of this country as a Member of the Senate Armed Services Committee. Well done, sir.

I have been privileged to be on that committee now, this being my 25th year in the Senate, and the personal rewards from it for the association that the Senator has as a member of the committee with the men and women in uniform is beyond expectation. I thank the Senator for his service.

(The remarks of Mr. WARNER and Mr. DAYTON pertaining to the introduction of S. 951 are located in today's RECORD under "Statements on Introduced Bills and Joint Resolutions.")

Mr. WARNER. I thank the Presiding Officer for his courtesies, and I suggest the absence of a quorum.

The ACTING PRESIDENT pro tempore. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

Mr. ALLEN. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The ACTING PRESIDENT pro tempore. Without objection, it is so ordered.

#### CONCLUSION OF MORNING BUSINESS

The ACTING PRESIDENT pro tempore. Morning business is closed.

#### DIGITAL AND WIRELESS NETWORK TECHNOLOGY ACT OF 2003

The ACTING PRESIDENT pro tempore. Under the previous order, the

Senate will proceed to the consideration of S. 196. The clerk will state the bill by title.

The legislative clerk read as follows:

A bill (S. 196) to establish a digital and wireless network technology program, and for other purposes.

The ACTING PRESIDENT pro tempore. Under the previous order, the committee amendments are agreed to.

AMENDMENT NO. 532

Mr. ALLEN. Mr. President, I send an amendment to the desk.

The ACTING PRESIDENT pro tempore. The clerk will report the amendment.

The legislative clerk read as follows:

The Senator from Virginia [Mr. ALLEN], for himself, Mr. HOLLINGS, and Mr. MCCAIN, proposes an amendment numbered 532.

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

The ACTING PRESIDENT pro tempore. Without objection, it is so ordered.

The amendment is as follows:

(Purpose: To ensure that the assistance is focused on supporting science, mathematics, engineering, and technology at eligible institutions, and provide for appropriate review of grant proposals)

On page 2, strike lines 2 and 3, and insert the following:

This Act may be cited as the "Minority Serving Institution Digital and Wireless Technology Opportunity Act of 2003".

On page 2, line 6, insert "Minority Serving Institution" before "Digital".

On page 2, line 7, strike "Network".

On page 3, strike lines 1 through 5, and insert the following:

(2) to develop and provide educational services, including faculty development, related to science, mathematics, engineering, or technology;

On page 3, line 18, after "development" insert "in science, mathematics, engineering, or technology".

On page 4, line 18, after "accept" insert "and review".

On page 4, line 24, strike "section 3." and insert section 3, and for reviewing and evaluating proposals submitted to the program."

On page 5, line 7, after "issues." insert "Any panel assembled to review a proposal submitted to the program shall include members from minority serving institutions. Program review criteria shall include consideration of—

(1) demonstrated need for assistance under this Act; and

(2) diversity among the types of institutions receiving assistance under this Act."

Mr. ALLEN. Mr. President, I ask unanimous consent that the managers' amendment be agreed to on S. 196.

The ACTING PRESIDENT pro tempore. Without objection, it is so ordered.

The amendment (No. 532) was agreed to.

The ACTING PRESIDENT pro tempore. Under the previous order, there will be 1 hour for debate to be equally divided by the Senator from Virginia, Mr. ALLEN, and the ranking member, with 5 minutes of the time under majority control for the Senator from Arizona, Mr. MCCAIN.

The Senator from Virginia is recognized.

Mr. ALLEN. Mr. President, Senator MCCAIN, the chairman of the Commerce Committee, is tied up right now, but I thank him for his thoughtful leadership and his continued effort and dedication on this important bipartisan measure.

I rise today to respectfully urge my colleagues to support S. 196, the minority-serving institution Digital and Wireless Technology Opportunity Act of 2003. This legislation will provide vital resources to address the technology gap that exists at many minority-serving institutions. It establishes a new grant program within the National Science Foundation that provides annually for 5 years up to \$250 million to help historically black colleges and universities, Hispanic serving institutions, and tribal colleges to close what is often called the digital divide, when, in fact, what it really is is an "economic opportunity divide."

Since the days before I was elected to the Senate, my goal was to look for ways to improve education and empower all our young people, regardless of race, ethnicity, gender, religious beliefs, or their economic background, so that they can compete and succeed in life.

Additionally, I strongly believe we need to embrace the advancements and innovations in technology—especially as a means to provide greater opportunities or security for Americans.

In my view, increasing access to technology provides our young people with an important tool for success, both in the classroom and in the workforce.

We all know that the best jobs in the future will go to those who are the best prepared. However, I am increasingly concerned that when it comes to high-technology jobs, which pay higher wages, this country runs the risk of economically limiting many college students in our society. It is important for all Americans that we close this opportunity gap.

Now, we know the demand for workers with skills in science and technology continues to grow. Unfortunately, since 1996, the number of bachelor degrees awarded in the physical sciences has dropped 29 percent, mathematics is down 19 percent, and engineering is down 21 percent.

We also know that information technology companies are still relying on H-1B visas and using foreign workers to fill important IT jobs and positions. I want to be clear that I am not against legal immigration, but I say let's properly educate and train Americans so they can get those good high-technology jobs.

Now, minority-serving institutions, when one looks at them, still lack desired information and digital technology infrastructure in many cases. I encourage my colleagues to read the Commerce Committee report findings on minority-serving institutions' technology deficiencies.

I will share with you some of the pertinent facts from this report and, in particular, a study completed by the Department of Commerce and the National Association for Equal Opportunity in Higher Education, which indicated, among other facts, that no historically black college or university requires computer ownership for their undergraduate students; 13 HBCUs reported having no students—not one—owning their own personal computer; over 70 percent of the students at historically black colleges and universities rely on the college or the university to provide computers, but only 50 percent of those universities can provide their students with access to computers and computer labs, libraries, classrooms, or other locations; and none of these minority-serving colleges do not have the private foundation resources to provide financial support to upgrade their network infrastructure.

So it is not surprising that most HBCUs do not have high-speed Internet access, especially the desired ATM or asynchronous transfer mode technology and that only 3 percent of historically black colleges and universities have financial aid available to help students close the computer ownership gap.

Access to the Internet is no longer a luxury, it is a necessity. Because of the rapid advancement and growing dependence on technology, being technologically proficient has become more essential to educational achievement. The fact is, 60 percent of all jobs require information technology skills. Jobs in information technology pay significantly higher salaries than jobs in the noninformation technology fields. Thus, students who lack access to these information technology tools are at an increasing disadvantage. Consequently, it is vitally important that all institutions of higher education provide their students with access to the most current IT and digital equipment. It would also help those universities to attract professors if they have that equipment to help them impart that knowledge to their students.

This proposed technology program will allow eligible historically black colleges and universities, Hispanic-serving institutions, and tribal institutions the opportunity to acquire equipment, networking capability, hardware and software, digital network technology, and wireless technology and infrastructure, such as wireless fidelity, or Wi-Fi, to develop and provide educational services. Additionally, the funds in this bill could be used to offer students much needed universal access to campus networks, dramatically increasing their connectivity rates or make necessary infrastructure improvements.

At the request of some of my colleagues, we recently added provisions to assure that diversity among these minority serving institutions includes public and private colleges and universities, both 2-year and 4-year institu-

tions, and public and private postsecondary technical institutions.

Under Chairman McCAIN's leadership, and with the ranking member, Senator HOLLINGS, and colleagues from across the aisle, the Commerce Committee heard testimony from the presidents of various colleges and universities representing each of the major national associations—the Hispanics Association of Colleges and Universities, the American Indian Higher Education Consortium, National Association for Equal Opportunity in Higher Education, the United Negro College Fund, and also we heard specifically from former Congressman Floyd Flake, who is president of Wilberforce University; and Dr. Marie McDemmond, president of Norfolk State University; Dr. William DeLauder, president of Delaware State; Dr. Ricardo Fernandez, president of Herbert Lehman College in New York; and Dr. Cary Monette, president of Turtle Mountain Community College testified in support of S. 196.

In testimony before the committee, it was estimated that in 10 years minorities will comprise nearly 40 percent of all college-age Americans. One-third of all African Americans with undergraduate degrees, earned them from an HBCU. According to the Hispanic Association of Colleges and Universities, their institutions educate two-thirds of the 1.6 million Hispanic Americans enrolled in higher education today.

There are over 200 Hispanic Serving Institutions; over 100 Historically Black Colleges and Universities and 34 tribal colleges throughout our country.

It is clear that minority-serving institutions in the United States are providing a valuable service to the educational strength and future growth of our Nation. And these institutions must upgrade their technology capabilities for their students.

I am proud to say Virginia is home to 5 HBCUs—Norfolk State University, St. Paul's College, Virginia Union University, Hampton University, and Virginia State University.

I will continue to look for ways to improve education, create new jobs, and seek out new opportunities to benefit the people of my Commonwealth and indeed our entire Nation. By improving technology-education programs in minority-serving institutions, we can accomplish all three of these goals for students throughout our Nation.

S. 196 is also supported by the technology industry—The Information Technology Association of America; Computer Associates International; Oracle; Gateway Computers; BearingPoint Technologies; and Motorola all support this measure.

We all recognize the technology requirements on the 21st century workforce call for tangible action, not rhetoric. Our future economic and national security needs depend on and demand that all of our eager young students have the highly technical skills needed to compete and succeed in the workforce.

We must tap the underutilized talent of our minority serving institutions to ensure that America's workforce is prepared to lead the world.

I thank my colleagues for joining me today. I thank the chairman of our committee, Senator McCAIN, and other sponsors of this measure, including Senators STEVENS, HOLLINGS, MILLER, WARNER, DEWINE, SANTORUM, TALENT, COCHRAN, GRASSLEY, HUTCHISON, SESSIONS, GRAHAM of South Carolina, the occupant of the chair, FITZGERALD, LOTT, DOMENICI, CAMPBELL, KERRY, BINGAMAN, DASCHLE, MURKOWSKI, and JOHNSON.

I also thank our former colleague, Max Cleland, for his work last year on a measure that is similar to what we will soon be voting on. I thank Floyd DesChamps of the Commerce Committee staff, who has done a great job, and my staff, Frank Cavaliere.

Indeed, this legislation is a significant, constructive, and positive action to ensure that many more of our college students are provided access to better technology and education; and most importantly, even greater opportunities in life. And, with the passage of this bill, we will close the opportunity gap. We will leave no college student behind.

I yield the floor.

Mr. WARNER. Mr. President, I wish to applaud my distinguished colleague, Senator ALLEN, for his leadership. We are privileged in Virginia, primarily in the northern area, and then to an extent in the Tidewater and Richmond areas, to have a very heavy concentration of technology firms.

Under the leadership of Senator ALLEN and other Senate colleagues we are addressing the needs of the technology improvements at historically black colleges and universities. Sixty percent of all jobs require information technology skills, and jobs in information technology can pay significantly higher salaries than jobs in other fields.

At the same time, many of our historically black colleges and universities often lack the resources and the capital to offer an educational program and assistance to their students to bridge the digital divide that exists in many places in America.

The bill will establish a grant program for these institutions of higher learning to bring increased access to computer technology and the Internet to their student populations.

In Virginia, there are five historically black colleges and universities that will be given an opportunity for grants and/or matching funds to achieve this most noble goal of bridging the digital divide.

The ACTING PRESIDENT pro tempore. The Senator from Arizona.

Mr. McCAIN. Mr. President, I begin by congratulating Senator ALLEN for his very important work on this legislation. Senator ALLEN has long been an advocate of equal opportunity, but he has also displayed a great deal of expertise and knowledge on a number of

high-tech issues. As a member of the Commerce Committee, he has continuously displayed that leadership and worked actively, particularly on telecommunications and high-tech issues. So I commend him for his leadership and his commitment to this important legislation. He had a lot of help, but the fact is that Senator ALLEN was the leader in this legislation, and I thank him for his outstanding work. This legislation could provide an opportunity for those who would never have an opportunity in America to grow and to prosper and to take advantage of incredible opportunities that this legislation provides.

The Digital and Wireless Network Technology Act of 2003 would establish a \$250 million per year program within the National Science Foundation for fiscal years 2004 to 2008. The purpose of the grant program is to help strengthen the ability of minority-serving institutions, which includes Historically Black Colleges and Universities, Hispanic-Serving Institutions, and tribal colleges and universities, to provide educational instructions through digital and wireless network technologies.

As we look at the scenes of the war in Iraq, we are amazed at the technological capabilities of our Armed Forces. They are able to do things that we simply were not available to do just a few years ago. Nevertheless, this superiority must be supplied with a constant supply of new technologies, which are the result of the Nation's investment in a research and development infrastructure.

During these times of economic slowdown and global threat, it is imperative that our Nation's institutions of higher education are prepared to produce a technologically advanced workforce. As the demographics of the Nation become more and more diverse, minority institutions of higher education take on an even greater importance. It is estimated that in 10 years, minorities will comprise 40 percent of the college-age Americans, the pool from which the Nation's future engineers and scientist will emerge.

Rita Colwell, Director of the National Science Foundation, stated in a letter earlier this year to new members of Congress that, ". . . American science and technology is failing to tap a vast pool of talent among our women and ethnic minorities." In an effort to enable the Nation to tap this underutilized pool of future engineers and scientists, it is essentially to provide assistance to minority institutions. The hundreds of MSI's should be provided with the resources to ensure that we are indeed utilizing their large student populations.

The legislation before us is not the result of any special interest groups or highly financed lobbying efforts. It is based upon data provided by 80 of the 118 HBCUs in a study entitled, "HBCU Technology Assessment Study," funded by the U.S. Department of Commerce and conducted by a national black col-

lege association and a minority business.

The study assessed the computing resources, networking, and connectivity of HBCUs and other institutions that provide educational services to predominately African-American populations.

The study concluded that [During this era of continuous innovation and change, continual upgrading of networking and connectivity systems is critical if HBCUs are to continue to cross the digital divide and not fall victim to it. Failure to do this may result in what is a manageable digital divide today, evolving into an unmanageable digital gulf tomorrow. Based upon testimony provided during the February hearing held by the Commerce Committee, we concluded that the findings from the study also would apply to Hispanic-serving institutions, and tribal colleges and universities.

This legislation builds upon the work begun by Senator Cleland and many others during the last Congress. In testimony before the Commerce Committee last year, the President of the United Negro College Fund, Congressman William Gray, stated that we can ill afford to promote college graduates who enter the workforce without mastering the basic computer skills and understanding how information technology applies to their work or profession.

This point was further illuminated by the Dr. Marie McDemmond, President of Norfolk State University, when she testified at the Commerce Committee's February hearing that over 175,000 foreign nationals have come to our country in efforts to fill quality, high paying jobs in science and technology, mainly because our own workforce does not possess the skills and training necessary to fill these essential jobs.

At the same hearing, other college presidents from the Nation's HBCU's Hispanic-serving institutions and Native-American schools also testified about the daunting task of building their technology infrastructure. While these problems apply to all of our Nation's universities, they are more severe at many of our minority-serving institutions. Within the State of Arizona, for example, many of the tribal colleges and universities and Hispanic-serving institutions are facing daily technical challenges of the new millennium. They struggle, as do many other institutions, to keep up with an ever-changing networking technology environment.

I again thank Senator ALLEN for his leadership on this important issue. I think he had it right when he said this bill is about closing an economic opportunity divide. In this case, it is a divide that exists primarily because of the difference in the educational base of our citizens which affects economic opportunities.

I especially thank Senator ALLEN for including the Hispanic and tribal institutions in this legislation. I remind my

friend from Virginia that in my State of Arizona, one of the poorest areas of our Nation exists in northern Arizona on the Navajo Reservation, the largest Indian reservation by far in America. These Native Americans have been left behind, as well as have African Americans and Hispanics. I thank the Senator for including especially our Native Americans but also our Hispanic populations and institutions in this legislation.

Again, I congratulate him for his commitment in this time of economic difficulties and perhaps less opportunities, and because of that, he is making, I believe, a significant step forward.

I yield the floor.

Mr. HOLLINGS. Mr. President, I would like to thank Senator ALLEN for bringing this legislation, S. 196, to the floor today. As many of you know, this bill had its genesis with our former colleague, Senator Max Cleland.

Senator Cleland knew that access to the Internet is no longer a luxury, but a necessity, and he wanted to make sure that all of our institutions of higher learning could provide their students with access to the most current technologies. That is why he introduced this legislation last Congress and I am glad that Senator ALLEN and I can bring Senator Cleland's vision to fruition today.

After all, according to a 2000 study, African Americans, Hispanics, and Native Americans constitute one-quarter of the total U.S. workforce and 30 percent of the college-age population. Yet, members of these minorities comprise only 7 percent of the U.S. computer and information science labor force; 6 percent of the engineering workforce; and less than 2 percent of the computer science faculty. These statistics are all the more important because 60 percent of all jobs require information technology skills. Furthermore, jobs in information technology pay significantly higher salaries than jobs in non-information technology fields.

So you can see, technology is rapidly advancing and we are increasingly growing dependent on it. Being digitally connected is becoming ever more critical to economic and educational advancement. Now that a multitude of Americans regularly use the Internet to conduct daily activities, people who lack access to these tools are at an increasing disadvantage. Consequently, it is crucial that all institutions of higher education provide their students with access to the most current information technology.

Unfortunately, however, due to economic constraints, many minority-serving institutions are unable to provide adequate access to the Internet and other information technology tools and applications. According to a 2000 study completed by the Department of Commerce and the National Association for Equal Opportunity in Higher Education, while 98 percent of Historically Black Colleges and Universities, HBCUs, have a campus network, half of

those surveyed did not have computers available in the location most accessible to students, their dormitories. Additionally, most HBCUs do not have high-speed connectivity to the Internet, and only 3 percent of these colleges and university indicated that financial aid was available to help their students close the computer ownership gap.

While minority-serving institutions are making progress in upgrading their network capacity, progress is not quick enough. In his testimony before the Commerce Committee on February 13, 2003, Dr. Ricardo Fernandez, president of Herbert H. Lehman College in New York City explained the challenge these institutions face:

At my own institution . . . we are struggling to provide network access to students and faculty. Providing fiber and copper cabling, switches, and routers to every building and classroom is simply very expensive for us and cost prohibitive. . . . At the pace that we are moving, the technology we are installing may well be obsolete before the project is finished.

S. 196, the Digital and Wireless Technology Program Act of 2003, seeks to help institutions such as Lehman College or the eight eligible South Carolina colleges and universities by authorizing a program at the National Science Foundation to bring digital technologies to minority-serving institutions. These funds could be used for a variety of activities from campus wiring, to equipment upgrades, and to technology training. We need to pass this bill now so these colleges and universities—and their students—don't have to wait until the technology is obsolete before they get it.

Working with Senator ALLEN and Senator MCCAIN, we have made several changes to the bill before we brought it to the floor. At the request of the HELP Committee, we have clarified that training grants under S. 196 would be used for technology-related training and professional development. By narrowing the scope of the training, however, we do not think we would narrow the scope of the bill. Infrastructure projects like wiring classrooms or dorms could still be eligible for funding under this bill if they fit into an overall program to strengthen an institution's technological capacity.

We have also tried to address some concerns about the NSF's peer review process. I have said it before, peer review is all well and good—if you are one of the peers. Too often, the institutions that S. 196 is trying to serve are left out of NSF's peer review process. We hope that NSF, working with the advisory council established under section 4, will develop a fair and equitable process for reviewing these grants. To that end, we have added a requirement that any peer review panel should include members from eligible institutions.

Finally, we have instructed NSF to review the program with an eye toward insuring that grant recipients have demonstrated the need for this assist-

ance so that we can address the most trenchant problems first. In addition, the grants should go to a wide variety of institutions, large and small, throughout the country.

I thank Senator ALLEN and Senator MCCAIN for helping us move this legislation. I thank the staff who worked on this bill, particularly Allison McMahan, Chan Lieu, and Jean Toal Eisen of my Commerce Committee staff and Floyd DesChamps of the majority staff. Moreover, I commend my friend Max Cleland for bringing this issue to the Senate's attention. I look forward to the passage of S. 196.

Mr. REID. Mr. President, the Senator from Iowa is yielded such time as he may consume. Rather, the Senator from Illinois.

Mr. MCCAIN. It is all the same.

Mr. DURBIN. I thank the Senator from Nevada, and I assure the Senator that Iowa and Illinois are not the same, as my colleague said. Iowa does grow more corn, but we grow more soybeans. I make that clear now.

I support this bill. This bill is introduced by Senator ALLEN and cosponsored by many of my colleagues, and I am sure it will pass with flying colors. It is a great bill that seeks to address the technology gap that exists at many minority-serving institutions across America. I commend Senator ALLEN for his leadership on this bill. I am sure that it is going to make a difference.

I also take the floor to acknowledge a man who is not here today. His name is Max Cleland. Max Cleland, during the 107th Congress, introduced S. 414, the Digital Network Technology Program Act. The bill was a work product that Senator Cleland put together with Atlanta University Center, as well as national organizations such as the Historically Black Colleges and Universities, Hispanic-serving institutions, tribal colleges and universities, and other minority-serving institutions.

Senator Cleland pushed for the Commerce Committee to hold a hearing on the bill which he chaired on February 27, 2002. After that, the committee reported the bill favorably. The bill was held on the floor by another Member of the Senate, as Senator Cleland was up for reelection. It is not uncommon when a Senator is up for reelection that people in the Senate want to try to hold back passage of legislation so that it does not create an advantage for them in the campaign. So Senator Cleland fell victim to that particular strategy. He was not a vengeful or spiteful man. I am sure he understands it, but this concept underlying this bill meant a lot to him personally.

I stand here today to make sure, as Senator ALLEN has mentioned, Senator MCCAIN mentioned, that Max Cleland's name be part of this debate. I think it should be much more than just an acknowledgment in the CONGRESSIONAL RECORD that Max Cleland worked so hard for this concept. Max Cleland, former colleague of ours, a Senator from Georgia, used to have his chair

right behind me. Max became one of our favorites in the Senate over a period of 6 years. We came to know and love Max Cleland.

This is a man who was a triple amputee, a Vietnam veteran, with a disability that might have stopped the lives of so many but never stopped his will and determination. He came out of a veterans hospital with extensive rehabilitation, dealt with his disability, and became a leader in so many different areas. He, of course, was the head of the Veterans' Administration under President Carter, Secretary of State in the State of Georgia, and then ran successfully for the Senate. He came here and was one of the hardest working Members.

Those who got up this morning and felt a little tired should stop and think about what every morning was like for Max Cleland, getting out of bed and facing the reality of being a triple amputee as a Vietnam veteran. But he came to his job with joy and determination, identified causes that made a difference, and dedicated his career to pursuing them. This bill was one of them.

I am sorry that Max Cleland's name is not included within the bill. It should be. But I stand here today and say to those who follow these debates that many times those who have been the precursors and the early pioneers on ideas may not be in the Senate when the day comes for their final passage. I have seen that happen time and again in the history of this body. But I know Max Cleland can take pride, as we all do, that Senator ALLEN has picked up this torch and ran with it. He has taken the original Cleland bill, made improvements to it, changes to it, and now we have a bill which carried on in Max Cleland's tradition and I hope will serve this Nation well. I am certain that it will.

I commend Senator ALLEN and want to pay special recognition to Max Cleland for initiating conversations which led to this moment.

I yield the floor.

The ACTING PRESIDENT pro tempore. The Senator from Missouri.

Mr. TALENT. I thank my friend from Virginia for yielding, and I congratulate him for his great work in getting this bill together. It is very much needed.

We cannot operate a modern college or university today without being up to date with information technology. The range of uses and needs for that kind of technology are almost unlimited. They cover everything from long distance learning to access to research for students to the ability to teach your students about information technology. Of course, most jobs include a requirement that you be up to date in that kind of technology.

Another important use for universities is helping the communities around them. I will talk about an example of that in just a few minutes. Most modern colleges and universities,

whatever their background, are networking very close to the communities which they serve. As centers of excellence in information technology there is a wide variety of ways to make a difference. That is an important contribution that historically black universities and minority institutions make.

It is important to understand these institutions are not just important for the students who attend. That is their primary function, but they are very important centers of achievement and community activities in the communities of which they are a part. That is the reason this bill is so important and why I am pleased to cosponsor it and pleased to speak for just a few minutes today on its behalf.

Most of the background has been given here and I appreciate very much the work of the chairman and Senator ALLEN in supporting this bill and assembling this information. They had a great hearing.

Let me talk about a couple of historically black colleges in Missouri that would benefit from this bill. One is Lincoln University in Jefferson City. Lincoln was founded in 1866 by former officers and soldiers of the Union Army. It has 2,500 undergraduates, 200 graduate students. David Henson, the president of Lincoln University, told us that the passage of the bill would give Lincoln the opportunity to acquire equipment, networking capability, digital network technology, wireless technology, and infrastructure to develop and provide educational services to its students, its faculties, and its staff, and also give Lincoln students universal access to campus networks around the country.

Another historically black college is Harris-Stowe State College with a rich tradition in the St. Louis area. Henry Givens, Jr., the president of Harris-Stowe State College, said this would enable their students and faculty to take advantage of a variety of sources, such as distance learning, online services, and continuing education.

I mentioned before that the colleges are very important parts of the communities they serve. Harris-Stowe helps educate young kids from the community. This kind of a grant would benefit the local public elementary school. It sends its children ranging from first to fifth grade to learn at the Southwestern Bell Library and Technology Resource Center at Harris-Stowe College. Harris-Stowe got a grant to build the center, but the technology is now very much out of date. This is another aspect that this bill will help address, and I think it is important.

Of course, most historically black colleges and minority-serving institutions have not had a lot of money and do not have access to a lot of money to build these kinds of information technology centers in the first place. But even when they can get the money to do that, it is extremely difficult for them to maintain and upgrade and update that technology. There is no area

where it is more important to be up to date than the area of information technology. That is the situation with Harris-Stowe. Their resource center is 5 years old. It is greatly in need of a technology upgrade. Without Federal legislation of this type, as a practical matter that is simply not going to be possible on an ongoing basis.

But with this support it will be possible, not only because of the Federal dollars we can help provide but also because the Federal dollars will be leveraged by these institutions with foundations, with State money, and will be an important way for them to gather resources from around the community and help serve their students and their communities with information technology.

I am grateful the Senator from Virginia has taken up this legislation and pushed it. A lot of what we do here is an attempt to directly fund or subsidize what some people are doing. It works so much better when we work through institutions that already have strong records of performance and strong records of service to constituencies around the country. That is what this bill does. I am very pleased to support it.

The ACTING PRESIDENT pro tempore. The Senator from Mississippi.

Mr. LOTT. Mr. President, I want to take this opportunity to rise in support of what I consider to be very significant legislation, S. 196, the Minority Serving Institution Digital and Wireless Technology Opportunity Act of 2003.

We have a very important opportunity in this country to make sure our universities and colleges not only do a good job in education in general, but in particular in addressing the technology gap. We know in our Historically Black Colleges and Universities and Hispanic-serving Institutions and Tribal Colleges, our Native-Hawaiian-serving Institutions and Alaska-Native-serving Institutions, there is a digital divide. This legislation would create a new grant program within the National Science Foundation that provides up to \$250 million to help these colleges and universities.

In my own State of Mississippi I decided a few years ago we were trying to shoot at too many targets and we were not hitting many of them. We were missing them or we were not doing enough to make a difference. So I concluded the best thing to do was try to get a targeted focus on where we were going to put our efforts and where we were going to put our money. Those areas have been education, transportation—which can also be referred to as infrastructure, and jobs. It is not just about highways and bridges, it is also about ports and harbors and railroads and aviation, the whole package, as well as industrial sites where you can have the physical and technological infrastructure and roads that lead to jobs.

So education, transportation, and jobs are critical all over this country

and in my own State, which has been one that has struggled for years to have advancement in education and economic opportunity.

I think this legislation is really important in helping to provide the up-to-date technological education that today's society demands. As we focus on education, not only at the higher education level where the Federal Government plays a critical role, but also when you look at what we need to do in kindergarten, and elementary, and secondary education—if you are going to have the whole package, you have to make sure our young people have access to a good education that allows them to read and write and do basic arithmetic. Furthermore, they must be able to perform these basic skills at the fifth grade level, at the eighth grade level, and in high school, but then be able to get into a community college, some sort of a vocational training program, or our colleges and universities, and when they get there that they will have the tools and resources that they need.

It is fair to say I am from the generation that has been struggling with technology and computers. We are sort of computer illiterates. Yet we see our children who are able to do astonishing things because they have had the exposure to the new technology.

We have to make sure that the Nation's focus applies not only to our major colleges and universities in America that primarily get the students who make very high scores on the SATs, but we also have to make sure all students—whether they attend a private university or college or a State university or our historically Black or other minority institutions—have access to good education and what is needed in the technology field. Not just computers, but the whole high-tech area.

My own State of Mississippi is home to roughly 9 percent of the Nation's Historically Black Colleges and Universities. I am pleased to be able to recognize these great eight schools in Mississippi: Alcorn State University, Coahoma Community College, Hinds Community College—Utica, Jackson State University, Mary Holmes College, Mississippi Valley State University, Rust College and Tougaloo College.

I am happy to be a cosponsor of the minority serving institution Digital and Wireless Technology Opportunity Act of 2003, because it provides another opportunity to help expand the digital and telecommunications infrastructure at the Historically Black Colleges and Universities in Mississippi. I always pay careful attention to legislation that could be beneficial for higher education institutions in my state. In fact, earlier this year, I cosponsored an amendment to the omnibus appropriations bill for fiscal year 2003 that authorizes additional funding for grants to preserve and restore historic buildings at Historically Black Colleges and Universities.

Additionally, I would like to note an example of my ongoing commitment to assist Mississippi's Historically Black Colleges and Universities in bridging the technology gap. In 2001, I worked with Allstate Insurance in their \$17 million donation of a facility to establish the Mississippi e-Center at Jackson State. The e-Center is an impressive state-of-the-art complex with advanced computing and network infrastructure, and information technology faculty and support staff. Through the e-Center, Jackson State is able to fulfill its educational mission and leverage its unique strengths in the areas of remote sensing, engineering, and science and technology. I am also pleased to report that Jackson State is the only Historically Black College or University in the Nation with three supercomputers. We are making strides in Mississippi to provide all our students with access to information technology, but the Nation still has much progress to make when it comes to providing these opportunities to our minority serving institutions of higher learning and all Americans.

It is clear that while our minority serving institutions of higher learning stand ready to drive from the "on ramp" onto the Information Superhighway, they still lag far behind other universities in America when adjusting to the new technological innovations and changes on the forefront, such as third generation technology. I urge the passage of this legislation today so that we can hand some of America's best institutions of higher learning the technology keys they need to compete with their peers.

I yield the floor.

The PRESIDING OFFICER (Ms. MURKOWSKI.) Who yields time?

Mr. ALLEN. Madam President, we were supposed to vote on this measure at noon. There is a question of whether or not we will be voting at noon. There is a Holocaust Memorial Service at noon. At this moment, until we determine how we are going to correlate all of that, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

Mr. ALLEN. Madam President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Mr. LEAHY. Madam President, I rise today in support of S. 196, the Digital and Wireless Technology Program Act, which will provide \$250 million annually for the next 5 years to address the technology needs of Historically Black Colleges and Universities, as well as colleges and universities that serve substantial numbers of Hispanic and Native American students. The "digital divide" has been the subject of much discussion in both the public and private sectors, and this bipartisan bill, introduced by Senators ALLEN and

HOLLINGS, will help to bridge that divide.

Internet access is an increasingly critical part of the educational process. The Internet provides a critical research tool, especially for students at institutions that cannot afford to offer world-class libraries and other facilities. Indeed, internet access can be a great democratizing force if we can make it universal.

Although almost all Historically Black Colleges and Universities have a campus network in place, only about half have computers available to students in their dormitories, and only 3 percent offer financial aid to students looking to buy a computer. In addition, a majority of these schools do not use high-speed connections, even when those connections are available in their areas. Additional funding for these colleges should make a difference.

The schools struggling most mightily are those that serve Native American students. Nearly 85 percent of students at tribal colleges live at or below the poverty level, so few if any students can afford their own computers. But at Dull Knife Memorial College in Montana, 240 students must share two computers with internet access. Fewer than half of the 32 tribal colleges have access to a T-1 line. There are some success stories, however, and with additional Federal assistance we can create more.

While I am concerned about the lack of internet access among minority students, I do hope that these colleges and universities will work closely with their local communities in siting wireless facilities. The 1996 Telecommunications Act regrettably cut out local communities in deciding where new towers for wireless devices are located. The new grant program created by this bill should not be used to exacerbate this problem.

This issue is not new to the Senate. Senator Cleland introduced very similar legislation in the last Congress, and his bill was reported by the Commerce committee. Regrettably, it was held up by the Republican leadership in the Senate, presumably in order to deny Senator Cleland any victory as he sought re-election. Given the dire state of many of the schools this bill seeks to help, it is quite frustrating that Senator Cleland's bill fell victim to political machinations. It is doubly unfortunate that suggestions to name this program after Senator Cleland were rebuffed by the Republican side. It would have been a fitting tribute to the Senator who brought this and many other issues to the Senate's attention.

Despite my disappointment about that issue, however, I still believe that this is a good bill that deserves every Senator's support. It will help institutions around our Nation provide the education that their students need and deserve.

Mr. ALLEN. Madam President, I ask unanimous consent that all time be

yielded back on S. 196. I believe all Senators—and I thank those who have spoken in favor of this legislation: Senators MCCAIN, TALENT, DURBIN, and LOTT, as well as myself—who wanted to speak on the legislation have.

Madam President, I yield back all time on S. 196. I also ask unanimous consent that the vote occur on passage at 1:30 p.m. today.

Mr. REID. Madam President, reserving the right to object.

The PRESIDING OFFICER. The Senator from Nevada.

Mr. REID. Madam President, it is my understanding the distinguished Senator from Virginia has spoken with the majority leader, and the majority leader is going to let this vote go for some time. It is my understanding there are people on both sides who are doing other things—early and late—and this vote may have to be dragged for some time.

Is that right?

Mr. ALLEN. I say to the Senator from Nevada, that is correct. Due to the Holocaust Memorial and a variety of other things that have arisen at noon, the vote will be at 1:30. But it will be held open. It will not be a 15-minute vote. The vote will undoubtedly stay open for at least a half an hour. And at 2 o'clock there is the top-secret briefing with those officials from Defense.

Mr. REID. Madam President, further reserving the right to object, as I indicated early today, I certainly think we should be in recess during the Wolfowitz briefing, but there is a ranking member's meeting, for example, that does not end until 2 o'clock. So I ask that there be some consideration given to extending the vote for 5 or 10 minutes past 2 o'clock.

Mr. ALLEN. Madam President, I think that would be the intention. It is not just a Republican or Democrat scheduling conflict, and it will not be a 15-minute vote as such. It will be held open until all Members who are going to be here have an opportunity to vote on this measure.

Mr. REID. Madam President, I am wondering if my friend would also allow me to modify the unanimous consent request, that following the closure of the vote the Senate stand in recess until 3 o'clock.

Mr. ALLEN. Madam President, I say to the Senator from Nevada, that is under consideration. I do not have the authority to make that decision. I suspect there will not be many people here. There are a variety of things people need to do. And I certainly want to listen to Secretary Wolfowitz, but at this point I do not have the authority to make that decision. All I can say is, being patron of this measure, I want to make sure everyone is allowed to vote on it, and the vote will be held open.

Mr. REID. I have no objection.

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

Mr. ALLEN. Madam President, I ask for the yeas and nays on final passage.

The PRESIDING OFFICER. Is there a sufficient second?

There appears to be a sufficient second.

The yeas and nays were ordered.

### MORNING BUSINESS

Mr. ALLEN. Madam President, I ask unanimous consent that there now be a period of morning business until 1:30 p.m., with Senators permitted to speak for up to 10 minutes each.

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

Mr. ALLEN. Madam President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

Mr. KYL. Madam President, I ask unanimous consent that the order for the quorum call be rescinded.

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

(The remarks of Mr. KYL are printed in today's RECORD under "Morning Business.")

Mr. KYL. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

Mr. ALLEN. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. (Mr. CHAMBLISS). Without objection, it is so ordered.

### DIGITAL AND WIRELESS NETWORK TECHNOLOGY ACT OF 2003—Continued

Mr. ALLEN. Mr. President, I ask unanimous consent we now proceed to the vote on S. 196.

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

The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed for a third reading and was read the third time.

The PRESIDING OFFICER. The bill having been read the third time, the question is, Shall the bill, as amended, pass? The yeas and nays have been ordered. The clerk will call the roll.

The legislative clerk called the roll.

Mr. MCCONNELL. I announce that the Senator from Oklahoma (Mr. INHOFE) is necessarily absent.

Mr. REID. I announce that the Senator from Florida (Mr. GRAHAM) and the Senator from Maryland (Mr. SARBANES) are necessarily absent.

The PRESIDING OFFICER. (Mr. SUNUNU). Are there any other Senators in the Chamber desiring to vote?

The result was announced—yeas 97, nays 0, as follows:

[Rollcall Vote No. 136 Leg.]

YEAS—97

Akaka	Dodd	Lott
Alexander	Dole	Lugar
Allard	Domenici	McCain
Allen	Dorgan	McConnell
Baucus	Durbin	Mikulski
Bayh	Edwards	Miller
Bennett	Ensign	Murkowski
Biden	Enzi	Murray
Bingaman	Feingold	Nelson (FL)
Bond	Feinstein	Nelson (NE)
Boxer	Fitzgerald	Nickles
Breaux	Frist	Pryor
Brownback	Graham (SC)	Reed
Bunning	Grassley	Reid
Burns	Gregg	Roberts
Byrd	Hagel	Rockefeller
Campbell	Harkin	Santorum
Cantwell	Hatch	Schumer
Carper	Hollings	Sessions
Chafee	Hutchison	Shelby
Chambliss	Inouye	Smith
Clinton	Jeffords	Snowe
Cochran	Johnson	Specter
Coleman	Kennedy	Stabenow
Collins	Kerry	Stevens
Conrad	Kohl	Sununu
Cornyn	Kyl	Talent
Corzine	Landrieu	Thomas
Craig	Lautenberg	Voinovich
Crapo	Leahy	Warner
Daschle	Levin	Wyden
Dayton	Lieberman	
DeWine	Lincoln	

NOT VOTING—3

Graham (FL) Inhofe Sarbanes

The bill (S. 196), as amended, was passed, as follows:

S. 196

*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 "Minority Serving Institution Digital and Wireless Technology Opportunity Act of 2003".

#### SEC. 2. ESTABLISHMENT OF OFFICE.

(a) IN GENERAL.—There is established within the National Science Foundation an Office of Minority Serving Institution Digital and Wireless Technology to carry out the provisions of this Act.

(b) PURPOSE.—The Office shall—

(1) strengthen the ability of eligible institutions to provide capacity for instruction in digital and wireless network technologies by providing grants to, or executing contracts or cooperative agreements with, those institutions to provide such instruction; and

(2) strengthen the national digital and wireless infrastructure by increasing national investment in telecommunications and technology infrastructure at eligible institutions.

#### SEC. 3. ACTIVITIES SUPPORTED.

An eligible institution shall use a grant, contract, or cooperative agreement awarded under this Act—

(1) to acquire the equipment, instrumentation, networking capability, hardware and software, digital network technology, wireless technology, and infrastructure;

(2) to develop and provide educational services, including faculty development, related to science, mathematics, engineering, or technology;

(3) to provide teacher education, library and media specialist training, and preschool and teacher aid certification to individuals who seek to acquire or enhance technology skills in order to use technology in the classroom or instructional process;

(4) to implement joint projects and consortia to provide education regarding technology in the classroom with a State or State education agency, local education agency, community-based organization, national non-profit organization, or business, including minority businesses;

(5) to provide professional development in science, mathematics, engineering, or technology to administrators and faculty of eligible institutions with institutional responsibility for technology education;

(6) to provide capacity-building technical assistance to eligible institutions through remote technical support, technical assistance workshops, distance learning, new technologies, and other technological applications;

(7) to foster the use of information communications technology to increase scientific, mathematical, engineering, and technology instruction and research; and

(8) to develop proposals to be submitted under this Act and to develop strategic plans for information technology investments.

#### SEC. 4. APPLICATION AND REVIEW PROCEDURE.

(a) IN GENERAL.—To be eligible to receive a grant, contract, or cooperative agreement under this Act, an eligible institution shall submit an application to the Director at such time, in such manner, and accompanied by such information as the Director may reasonably require. The Director, in consultation with the advisory council established under subsection (b), shall establish a procedure by which to accept and review such applications and publish an announcement of such procedure, including a statement regarding the availability of funds, in the Federal Register.

(b) ADVISORY COUNCIL.—The Director shall establish an advisory council to advise the Director on the best approaches for involving eligible institutions in the activities described in section 3, and for reviewing and evaluating proposals submitted to the program. In selecting the members of the advisory council, the Director may consult with representatives of appropriate organizations, including representatives of eligible institutions, minority businesses, eligible institution communities, Federal agency personnel, and other individuals who are knowledgeable about eligible institutions and technology issues. Any panel assembled to review a proposal submitted to the program shall include members from minority serving institutions. Program review criteria shall include consideration of—

(1) demonstrated need for assistance under this Act; and

(2) diversity among the types of institutions receiving assistance under this Act.

(c) DATA COLLECTION.—An eligible institution that receives a grant, contract, or cooperative agreement under section 2 shall provide the Office with any relevant institutional statistical or demographic data requested by the Office.

(d) INFORMATION DISSEMINATION.—The Director shall convene an annual meeting of eligible institutions receiving grants, contracts, or cooperative agreements under section 2 for the purposes of—

(1) fostering collaboration and capacity-building activities among eligible institutions; and

(2) disseminating information and ideas generated by such meetings.

#### SEC. 5. MATCHING REQUIREMENT.

The Director may not award a grant, contract, or cooperative agreement to an eligible institution under this Act unless such institution agrees that, with respect to the costs to be incurred by the institution in carrying out the program for which the grant, contract, or cooperative agreement was awarded, such institution will make available (directly or through donations from public or private entities) non-Federal contributions in an amount equal to ¼ of the