

S. 1630

At the request of Mr. OBAMA, the name of the Senator from Michigan (Mr. LEVIN) was added as a cosponsor of S. 1630, a bill to direct the Secretary of Homeland Security to establish the National Emergency Family Locator System.

S. 1638

At the request of Mr. OBAMA, the name of the Senator from Michigan (Mr. LEVIN) was added as a cosponsor of S. 1638, a bill to provide for the establishment of programs and activities to assist in mobilizing an appropriate healthcare workforce in the event of a health emergency or natural disaster.

S. 1644

At the request of Mrs. BOXER, the name of the Senator from New Jersey (Mr. LAUTENBERG) was added as a cosponsor of S. 1644, a bill to promote the employment of workers displaced by Hurricane Katrina in connection with Hurricane Katrina reconstruction efforts.

S. 1645

At the request of Mrs. BOXER, the name of the Senator from New Jersey (Mr. LAUTENBERG) was added as a cosponsor of S. 1645, a bill to establish a first responder interoperable communications grant program.

AMENDMENT NO. 1650

At the request of Mr. VOINOVICH, the name of the Senator from Wisconsin (Mr. FEINGOLD) was added as a cosponsor of amendment No. 1650 proposed to H.R. 2862, a bill making appropriations for Science, the Departments of State, Justice, and Commerce, and related agencies for the fiscal year ending September 30, 2006, and for other purposes.

AMENDMENT NO. 1652

At the request of Mrs. LINCOLN, the name of the Senator from Wisconsin (Mr. KOHL) was added as a cosponsor of amendment No. 1652 proposed to H.R. 2862, a bill making appropriations for Science, the Departments of State, Justice, and Commerce, and related agencies for the fiscal year ending September 30, 2006, and for other purposes.

AMENDMENT NO. 1654

At the request of Mr. DAYTON, the names of the Senator from Hawaii (Mr. AKAKA), the Senator from New Jersey (Mr. CORZINE), the Senator from Wisconsin (Mr. FEINGOLD), the Senator from New Mexico (Mr. BINGAMAN), the Senator from Michigan (Ms. STABENOW), the Senator from Rhode Island (Mr. REED) and the Senator from Connecticut (Mr. LIEBERMAN) were added as cosponsors of amendment No. 1654 proposed to H.R. 2862, a bill making appropriations for Science, the Departments of State, Justice, and Commerce, and related agencies for the fiscal year ending September 30, 2006, and for other purposes.

AMENDMENT NO. 1660

At the request of Mrs. CLINTON, the names of the Senator from Delaware (Mr. CARPER) and the Senator from South Dakota (Mr. JOHNSON) were

added as cosponsors of amendment No. 1660 proposed to H.R. 2862, a bill making appropriations for Science, the Departments of State, Justice, and Commerce, and related agencies for the fiscal year ending September 30, 2006, and for other purposes.

AMENDMENT NO. 1661

At the request of Mr. BIDEN, the name of the Senator from Louisiana (Ms. LANDRIEU) was added as a cosponsor of amendment No. 1661 proposed to H.R. 2862, a bill making appropriations for Science, the Departments of State, Justice, and Commerce, and related agencies for the fiscal year ending September 30, 2006, and for other purposes.

AMENDMENT NO. 1687

At the request of Ms. STABENOW, the names of the Senator from Michigan (Mr. LEVIN), the Senator from Illinois (Mr. OBAMA), the Senator from New York (Mr. SCHUMER), the Senator from New York (Mrs. CLINTON), the Senator from California (Mrs. BOXER), the Senator from Illinois (Mr. DURBIN) and the Senator from Connecticut (Mr. LIEBERMAN) were added as cosponsors of amendment No. 1687 proposed to H.R. 2862, a bill making appropriations for Science, the Departments of State, Justice, and Commerce, and related agencies for the fiscal year ending September 30, 2006, and for other purposes.

AMENDMENT NO. 1694

At the request of Mr. LEAHY, the name of the Senator from Alabama (Mr. SHELBY) was added as a cosponsor of amendment No. 1694 intended to be proposed to H.R. 2862, a bill making appropriations for Science, the Departments of State, Justice, and Commerce, and related agencies for the fiscal year ending September 30, 2006, and for other purposes.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

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

S. 1690. A bill to provide for flexibility and improvements in elementary and secondary education, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

Ms. SNOWE. Mr. President, I rise today to talk about a bill that gives students, parents and teachers options and flexibility for meeting accountability and proficiency standards—the No Child Left Behind Flexibility and Improvements Act. My colleague, Senator COLLINS, and I have been working hand-in-hand with Maine's educators to identify problems with the No Child Left Behind Act and develop practical solutions to these issues. The bill we introduce today is the product of our combined efforts.

In 2001, with the passage of the No Child Left Behind Act, Congress, in a bipartisan fashion, set forth a truly ambitious education reform. This is a law that was conceived and created with the worthy intention to provide equal educational opportunity for

every American child. Upon implementation of the No Child Left Behind Act some unforeseen complications of the Act have become apparent. And that is why Senator COLLINS and I called for the creation of No Child Left Behind Task Force in 2003 in response to the concerns we heard in meetings with Maine's education professionals.

As described by the Task Force, "the challenge that the Task Force faced was to confront the issues raised by No Child Left Behind, to ask how the common State and Federal objectives could be met, and to assess how No Child Left Behind and the Maine Learning Results could be coordinated better to the benefit of the citizens of Maine." The members of this Task Force have their fingers on the pulse of their students' needs and are therefore uniquely qualified to assess this law and make recommendations on how to improve it. In March of this year we received the Task Force report, and it is with these recommendations that Senator COLLINS and I could understand its impact on our state and our children, so that we can move forward to improve this law in a meaningful manner.

Maine's No Child Left Behind Task Force issued several recommendations in five major areas: annual yearly progress, assessment and accountability; reading and limited English proficiency students; special education; highly qualified teachers; and funding. The No Child Left Behind Flexibility and Improvements Act addresses each of these areas in several ways. For example, our bill allows local education authorities to use local assessments as opposed to a state-wide test to measure adequate yearly progress.

The Act also gives States additional options for deeming a teacher highly qualified, give schools the discretion to use reading activities grants in a manner that will best address the needs of their students and allows schools flexibility with limited English proficiency students. This is only a sample of the many modifications our bill makes that will result in No Child Left Behind being more effective in the State of Maine.

One of our democracy's most noble goals, still a work in progress, has been to create a level playing field on which our children may strive to learn and reach their potential. Clearly, education, along with the family, plays an integral role in achieving this great imperative, which distinguishes our nation and helps make us worthy of the world's emulation. The No Child Left Behind Flexibility and Improvements Act will help to further this goal.

Ms. COLLINS. Mr. President, along with the senior Senator from Maine, Senator SNOWE, I am today introducing the No Child Left Behind Flexibility and Improvements Act. Our legislation is designed to provide State and local decision makers with greater control options and flexibility in the implementation of the No Child Left Behind

Act of 2002. It would provide common-sense reforms in keeping with the worthy goals of this landmark law.

Since the law's enactment in 2002, I have had the opportunity to meet with many educators, administrators, parents, and officials from my home State to discuss their concerns regarding the implementation of the No Child Left Behind Act reform. In response to their concerns, Senator SNOWE and I commissioned a Maine NCLB task force in March of last year. Our task force included members from every county in our State, and had superintendents, teachers, principals, school board members, parents, business leaders, former State legislators, special education specialists, assessment experts, officials from the Maine Department of Education, a former Maine commissioner of education and a dean from the University of Maine's College of Education and Human Development. In other words, it was a broad-based commission that brought a great deal of expertise, experience, and perspective to the task force's work. I am very grateful for their dedicated service and hard work.

Senator SNOWE and I charged the task force with three core missions: First, to examine the problems facing Maine schools, particularly those in rural areas of our State in implementing the No Child Left Behind Act and to recommend improvements in current regulations and policies; second, to make recommendations for statutory changes in the Federal law; and, third, to provide greater clarity to Maine's educators, parents, and citizens about the law's goals, requirements, and relationship to Maine's own State education reform effort which is known as Maine Learning Results. What we found is there was some confusion about what was required by No Child Left Behind versus what was required by Maine Learning Results and how the two interacted.

The task force met numerous times over the course of the year with the goal of gaining a clearer understanding of NCLB and the implementation issues facing Maine under federal and State education policies. The task force also had the benefit of meeting with officials from the U.S. Department of Education, including then-Deputy Secretary Hickok who twice traveled to Maine to meet with the task force. The task force also met with other state officials who shared their expertise in particular areas.

After the task force completed its work, Senator SNOWE and I met with task force members at the University of Maine in Orono to receive the final report and to discuss the greatest challenges facing Maine with the implementation of both federal and State education initiatives.

I was very impressed with the reports we received from the task force, both the depth and the quality of the task force's analysis, as well as the practicality of its recommendations. I shared

the report with several of my Senate colleagues, including the chairman and ranking member of the Health, Education, Labor, and Pension Committee, as well as with the Secretary of Education Margaret Spellings, and Maine's education commissioner.

I note Secretary Spellings responded with a letter praising the task force for its hard work.

The task force report included 26 recommendations for changes to the No Child Left Behind law or the regulations governing its implementation. The task force provided recommendations in five core areas: Annual yearly progress and assessment, reading and limited English proficiency students, special education, highly qualified teachers and funding. The task force recommendations highlighted the need for greater flexibility for the Maine Department of Education, for local schools to address various implementation concerns facing Maine. Those 26 recommendations provide the foundation for the legislation I am introducing today.

Over the past several months, Senator SNOWE and I have taken these recommendations and worked together to translate them into comprehensive legislation. Our legislation would make significant statutory changes designed to provide greater local control to Maine and greater flexibility to all States in their implementation efforts, not just Maine.

For example, the task force recommended that States be allowed to measure student performance using different models, such as growth models, and that special education experts on the IEP team be allowed to determine the best assessment for special education students. Both of these recommendations are included in our legislation.

We believe that our legislation will provide a strong basis for continuing discussions about the implementation challenges facing the States and will highlight key issues requiring further consideration during the reauthorization process, expected to begin later in the 109th Congress.

Although our legislation seeks to improve the NCLB implementation process through specific statutory reforms, we recognize that, in some cases, the goals of our legislation may be accomplished more quickly through changes to guidance and regulations from the Department of Education, or through amendments to the states' own implementation plans. We will continue to seek additional flexibility through these avenues to address the immediate implementation concerns facing the States, and believe that our legislation provides a useful guide to federal and State officials in these efforts.

Our legislation is a comprehensive effort to address the concerns raised by our task force and includes the following provisions:

First, our legislation would provide new flexibility in the design of state

accountability systems used to determine "adequate yearly progress" or AYP. Our legislation would explicitly permit a state to include additional models "discussed further below" in its State plan to demonstrate student progress. Even if a school is unable to meet the trajectory targets set by the NCLB time-line, a school would not be identified as failing to make AYP provided it demonstrates improved student achievement according to these additional models. The principle here is one of more accurately assessing whether all students are continuing to make progress.

Our legislation specifically outlines three additional models that would be permitted under the statute: No. 1, a cohort growth model, which demonstrates student progress by following the same cohort of students over time; No. 2, an indexing model, which demonstrates student progress through improved performance for students below the proficient level—for example, improvement from a below basic to a basic level; and No. 3, "top performing schools" model, which demonstrates improvement through progress in closing the achievement gap between the lowest performing students and, for example, student performance at the State's top 20 percent of schools.

The list of models in our legislation is not exclusive, and this section reflects our interest in permitting a far greater diversity in the types of State accountability systems acceptable under the statute. We would also require the Secretary to provide examples of these models to give practical assistance to States in the design of these systems. While the trajectory goals set in the statute are certainly valuable, our legislation seeks to clarify that States should be granted greater flexibility in the design of different accountability systems provided that they are consistent with the principle of improved student performance.

Second, our legislation would modify the existing "safe-harbor" provision to allow more schools to take advantage of this provision. The "safe-harbor" provision in the law is really another example of an improvement model already permitted under the statute. In order to qualify for the safe-harbor provision under current law, schools must reduce the number of students scoring below the proficient level by 10 percent in a single year.

As the task force found, this has proven to be a difficult threshold to meet, which has resulted in an underutilization of the safe harbor provision. Therefore, we have modified the safe harbor to require only a 5 percent decrease in the number of non-proficient students, or an aggregate decrease of 10 percent over 2 years. Our modification would reflect what education assessment experts already know: Significant gains in academic achievement tend to occur gradually and over time.

Third, our legislation also would provide new flexibility related to the statute's 100 percent proficiency requirements for 2013–2014—another specific recommendation of the task force. Our bill would require the Secretary of Education to conduct a review every three years to determine the progress of the 50 States towards meeting the 100 percent goal of the statute by 2013–2014. The Secretary would then be permitted, at her discretion, to make modifications to the requirements of the 12-year time-line if she determines modifications are necessary and in keeping with the broader purposes of the law.

Fourth, our legislation would also provide greater predictability to the school identification process, and limit school identification to those schools most in need of improvement. Currently, a school is designated as “in need of improvement” after it fails to make AYP for 2 years in a row in the same subject, regardless of what subgroup has failed to make AYP. Our legislation would require that in order to be found in need of improvement, a school would need to fail to make AYP in both the same subject area and with respect to the same subgroup of students 2 years in a row.

As our task force noted, the current rules can be extremely frustrating for school administrators who work hard to address a reading concern with one group—for example, LEP students—in year one, only to subsequently be identified in need of improvement when they learn that a different subgroup—for example, special education students—failed to make AYP in year two.

We must provide our schools with notice and an ability to work to improve student performance before they are identified as in need of improvement. I share the task force's concern that without these modifications, we risk quickly reaching a point where so many schools are found to be in need of school improvement, that the identification becomes meaningless. Worse yet, over-identification of schools creates the risk of having improvement resources spread too thin to make a difference in helping the schools that truly need assistance.

Fifth, our legislation would provide additional flexibility for teachers of multiple academic subjects at the middle and high school level in meeting teacher quality requirements. The task force heard from many teachers in Maine about the burden the current requirements have placed on teachers in small and rural schools. Our legislation provides new options for these teachers to become highly qualified. It also would allow teachers of history, geography, civics, and related subjects to demonstrate subject area knowledge through the obtainment of a general State social-studies certificate.

Sixth, our legislation addresses concerns about limited English proficient students. The task force was concerned about an unintended consequence of

the current law, whereby once a student becomes proficient in English, that student may no longer be included in the LEP subgroup. Federal officials have taken steps to address this issue, but our legislation would go further to correct this problem. Our bill would allow a school to continue to count students who have attained English proficiency for purposes of calculating AYP until the student graduates from high school.

Seventh, our legislation would clarify that local assessment systems are permissible under NCLB. This was an issue of some confusion in Maine, despite the fact that I had written a letter to then-Secretary Paige and received strong assurances of the acceptability of such systems. Both Nebraska and Iowa have been approved to use local assessment systems to meet NCLB assessment requirements. Although Maine continues the process of developing its own local assessment system pursuant to state requirements, I am confident that nothing in the federal statute would preclude Maine from incorporating a local assessment system at a time when state officials decide they are ready to pursue this option. But our bill makes this crystal-clear.

Eighth, our legislation would also revise upward the minimum amount of funding required for the assessment provisions to go into effect for fiscal years 2006 and 2007. This change is based on a recommendation by the task force that efforts be made to ensure adequate funding for the requirements of the statute.

These revised levels are based on a GAO report that I required as part of the conference report to NCLB. The GAO report estimated that although most States, including Maine, had the majority of their assessment costs covered, particularly in the early years, additional resources would be needed in future years as the assessment requirements increased. The report estimated that Maine would have 86 percent of its assessment costs covered through 2007, and while this is significant funding, additional funding will ensure that all States have the resources they need, particularly for the adaptation of tests for LEP and special education populations.

Finally, our legislation would also address concerns that some special education students are being required to take grade-level assessments that are inappropriate for them. Our legislation would build on the important new flexibility the Secretary has provided in this area. Our legislation would allow the student's IEP team to determine the appropriate test for a student, and if a special education student achieves a proficient score on this test, the student will be deemed proficient for AYP purposes. The IEP requirements of the Individuals with Disabilities Education Act—IDEA—will ensure both parent involvement in this process, and increasingly higher expecta-

tions for these students. We agree with the task force that the involvement of parents and the IEP team will serve as an important safeguard to ensure that those special education students who can be assessed according to State-determined grade-level expectations will be encouraged to do so.

Our legislation is a comprehensive effort to provide greater flexibility and common-sense modifications to address the key NCLB implementation challenges facing Maine, and other States. At the same time, our legislation remains true to the important goals of NCLB, such as increasing accountability, closing the achievement gap, and improving student performance. I look forward to working with my colleagues to improve this landmark law during the reauthorization process.

By Mr. GRASSLEY (for himself, Mr. BAUCUS, Mr. LOTT, Ms. LANDRIEU, Mr. VITTER, Mr. COCHRAN, and Mr. SHELBY):

S. 1696. A bill to provide tax relief for the victims of Hurricane Katrina, to provide incentives for charitable giving, and for other purposes; to the Committee on Finance.

Mr. President, a little over 2 weeks ago, the Gulf Coast region endured a tragedy of historic proportions. I have heard personal accounts of how Americans across this country have come together in a communal effort to help those affected. Congress needs to come together to pass tax relief that will help those in need.

The total damage left in the wake of Hurricane Katrina is unknown. But the latest numbers are overwhelming. 377,000 displaced persons are spread across 33 States and the District of Columbia. They have sought refuge in shelters, hotels, homes, and with family all over the country. They are hungry. They are homeless. And they need our immediate help.

Millions of Americans immediately swung into action to help by donating goods, time, and money to their Gulf Coast neighbors. In my home State of Montana, thousands have risen to the occasion to offer a helping a hand to those who have been hit by the effects of Hurricane Katrina.

Four firefighters have been dispatched from Kalispell to New Orleans to act as community liaisons. Forty-four Montana Red Cross volunteers are already assisting Katrina victims.

Students at Rose Park Elementary School in Billings are making handmade cards to raise money. Players and coaches of the Billings Bulls hockey will hold an auction next week. Each will provide one day's worth of labor and the proceeds will go directly to the Red Cross.

In Three Forks, volunteers with the Veterans for Foreign Wars and Boy Scouts will be combing the streets with buckets asking for donations.

In Bozeman, the local National Guard members and Gallatin County emergency service workers collected

SUBMITTED RESOLUTIONS

cash donations from spectators at the first Montana State University home football game last Saturday. Immediately after the game, a free concert took place and the Red Cross was present to accept contributions.

The Gallatin County Sheriff's Office sent 120 dolls and blankets to children caught in the disaster.

The Greater Gallatin United Way has decided to "adopt" Alexandria, Louisiana, a town that has taken in more than 6,500 evacuees, in an effort to focus its giving on one geographic area. Mount Ellis Academy students raised nearly \$10,000 for the United Way last Sunday afternoon.

And businesses are also rising to the cause. Ag Express, a Billings-based trucking company, is collecting donations of clothing, blankets, diapers, water and other supplies. The company is working with FEMA and plans to leave Thursday to deliver the load to Baton Rouge, LA.

Wheat Montana Bakery, Carpet One and Corcoran Trucking worked together to send 4,600 loaves of bread and 41,000 hamburger buns to the Astrodome in Houston, TX.

In Three Forks, Hegar's Septic Service is giving \$5 to the Red Cross for every septic tank it pumps.

First Security Bank in Bozeman, MT is sending a freight truck with bottled water and medical supplies. They are also donating eight ATM machines to the Louisiana Banker Association. They will be hooked up to temporary banking stations in areas that already have electricity.

Mr. President, I am proud of the spirit and generosity of the citizens and businesses of Montana and across this country. It is with this spirit in mind that I offer a tax relief package for the victims of this tragedy. My good friend Senator GRASSLEY and I worked closely with our Senate Colleagues in this effort. All six Senators from the affected States are cosponsors.

The relief package is aimed at four needs of the victims of the hurricane. One, they need cash and they need it fast. Two, they need jobs. Three, they need decent housing. And four, charities need help from Congress so they can help the victims of the hurricane.

First, displaced persons need money. Some of these displaced persons left everything behind. They need cash to buy basic essentials such as food and water.

Our bill allows victims of Hurricane Katrina to access retirement accounts for immediate cash assistance. Under current law, there is a 10 percent penalty for early distributions of money in these accounts. We waive that penalty and allow displaced persons to re-contribute to the retirement account over a 3-year period.

Second, many of these displaced persons want to get back into the workforce. We provide businesses with the tools they need to hire displaced workers. The Work Opportunity Tax Credit allows employers to claim a credit against wages paid to new workers that

face barriers to employment. It applies to low-income families, veterans and other targeted groups. We expand the Work Opportunity Tax Credit to cover all survivors of Hurricane Katrina who lived in the disaster zone and became unemployed as a result of the hurricane.

We also allow employers located in the disaster zone to take a 40 percent tax credit on wages paid to employees on the first \$6,000 of pay.

Third, the people affected by this tragedy need shelter. They need a warm, safe place to rest. Many folks across the country have opened up their hearts and opened up their homes. But it is not easy. It means extra living expenses—the water bill will be higher, the electric bill will be higher, and the grocery bill will be higher. This is a considerable burden that folks are doing voluntarily, out of the goodness of their hearts. We need to help.

That's why we allow individuals to claim an additional personal exemption of \$500 for each displaced person they shelter for a minimum of 60 days. This money will help offset the costs incurred by these generous individuals.

Finally, the victims need the generosity of individuals and businesses across this country. There has been a surge in giving to charitable organizations and we should encourage this activity. Our bill provides incentives for corporations to increase gifts of cash, food, books and other items sorely needed in the affected areas and communities.

We also allow taxpayers to transfer money in retirement accounts to a charitable organizations tax free.

The Nation is depending on Congress to act, and to act quickly. I think we have responded with a good bill that provides swift relief for the millions affected by this catastrophe.

Hurricane Katrina will exacerbate the existing problems of poverty and the working poor. The images we have seen of Katrina's poverty-stricken victims over the last few weeks should serve as a wake-up call to policymakers—we must do more to help them help themselves.

I am currently drafting changes to the tax code which will enhance current incentives for the working poor and especially those with children. I look forward to working with my Colleagues in this effort as we continue to help those affected by Hurricane Katrina get back on their feet.

SENATE RESOLUTION 236—RECOGNIZING THE NEED TO PURSUE RESEARCH INTO THE CAUSES, A TREATMENT, AND AN EVENTUAL CURE FOR IDIOPATHIC PULMONARY FIBROSIS, SUPPORTING THE GOALS AND IDEALS OF NATIONAL IDIOPATHIC PULMONARY FIBROSIS AWARENESS WEEK, AND FOR OTHER PURPOSES

Mr. COLEMAN (for himself, Mr. LUGAR, and Mr. BINGAMAN) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 236

Whereas idiopathic pulmonary fibrosis is a serious lung disorder causing progressive, incurable lung scarring;

Whereas idiopathic pulmonary fibrosis is one of about 200 disorders called interstitial lung diseases;

Whereas idiopathic pulmonary fibrosis is the most common form of interstitial lung disease;

Whereas idiopathic pulmonary fibrosis is a debilitating and generally fatal disease marked by progressive scarring of the lungs, causing an irreversible loss of the lung tissue's ability to transport oxygen;

Whereas idiopathic pulmonary fibrosis progresses quickly, often causing disability or death within a few short years;

Whereas there is no proven cause of idiopathic pulmonary fibrosis;

Whereas approximately 83,000 United States citizens have idiopathic pulmonary fibrosis, and 31,000 new cases are diagnosed each year;

Whereas idiopathic pulmonary fibrosis is often misdiagnosed or under diagnosed;

Whereas the median survival rate for idiopathic pulmonary fibrosis patients is 2 to 3 years, and about two thirds of idiopathic pulmonary fibrosis patients die within 5 years; and

Whereas a need has been identified to increase awareness and detection of this misdiagnosed and under diagnosed disorder: Now, therefore, be it

Resolved, That Congress—

(1) recognizes the need to pursue research into the causes, a treatment, and an eventual cure for idiopathic pulmonary fibrosis;

(2) supports the work of the Coalition for Pulmonary Fibrosis and its partner organizations for their great efforts to educate, support, and provide hope for individuals who suffer from idiopathic pulmonary fibrosis, including the work of the Coalition to organize a national "Idiopathic Pulmonary Fibrosis Awareness Week";

(3) supports the designation of an appropriate week as "Idiopathic Pulmonary Fibrosis Awareness Week";

(4) congratulates the Coalition for Pulmonary Fibrosis for its efforts to educate the public about idiopathic pulmonary fibrosis, while funding research to help find a cure for this disorder; and

(5) supports the goals and ideals of a national "Idiopathic Pulmonary Fibrosis Awareness Week".

Mr. COLEMAN. Mr. President, I am pleased to join my friends Senators LUGAR and BINGAMAN, today in submitting the National Idiopathic Pulmonary Fibrosis Awareness Week Resolution.

Idiopathic Pulmonary Fibrosis (IPF) is a devastating lung disease affecting