

With House Resolution 1229, I know that I capture the sentiment of all Members of the 110th Congress in promoting the importance of intellectual growth and the academic excellence of America's graduating high school students. In my southeast Queens community, New York's Sixth Congressional District, I personally know that great achievements have taking place in the high schools servicing my young constituents. My district's graduating seniors have achieved a major milestone in their educational and social development. With this accomplishment, I now encourage these young adults to take their next major step towards becoming our Nation's future leaders and engaged citizens by entering higher education institutions or by beginning their young careers.

For this graduation celebration, I want to specifically recognize the stellar accomplishments of our Nation's high school Valedictorians. Each year, every high school recognizes an individual student who has risen above his or her fellow students through their consistency of intellectual inquiry, in their demonstration of academic discipline, and their utilization of teacher mentoring. Through their dedication and hard work, these students have attained the position of top academically ranked student within their graduating class and are honored as the "Valedictorian" at their graduation ceremony. Throughout their high school careers, Valedictorians have served as peer role models to fellow high school students by succeeding academically and contributing to community improvement. It is their example that shines clearly to their fellow students and community members, demonstrating the dedication and drive that it takes to become America's future civic, business, and political leaders, and maintaining our Nation's global leadership position through strengthening its economic competitiveness.

During this graduation season, let us not forget that no child achieves alone, but rather it takes an entire community to rear a socially and educationally mature child. Along with our Nation's valedictorians and graduating class, I want to recognize and honor the love, support, and contributions of the parents, community members, teachers, and school administrators, who have provided these students with the resources and guidance needed to achieve. It has been the selfless contributions of these individuals who have nurtured the intellectual growth and rewarded the academic achievements of our Nation's valedictorians and graduating seniors.

In closing, I make the call to all graduating seniors to further their intellectual interests and academic studies by enrolling in universities and postsecondary educational institutions and to continue their social engagement, utilizing their knowledge and skills for the betterment of their communities and the social, cultural, and economic advancement of our great Nation.

## INTRODUCTION OF THE PUGET SOUND RECOVERY ACT OF 2008

**HON. NORMAN D. DICKS**

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, June 25, 2008*

Mr. DICKS. Madam Speaker, today I am introducing the Puget Sound Recovery Act of 2008.

With 2,500 miles of shoreline and 2,800 square miles of inland marine waters, Puget Sound is the Nation's second largest estuary. The Sound is a cornerstone of the Pacific Northwest's identity and at the heart of the region's prosperity, supporting a thriving marine and natural resource industry. And it is truly one of America's most spectacular bodies of water, home to more than 200 species of fish, 25 kinds of marine mammals, 100 species of sea birds as well as clams, oysters and shrimp.

But beneath the water's surface and despite its breathtaking natural beauty, Puget Sound is sick. Scientists have detected low levels of oxygen and increasing concentrations of toxic substances in aquatic animals that live in the Sound. Some of its most iconic resident species—including salmon and orcas—are on the brink of extinction. Up to 70 percent of all its original estuaries and wetlands have disappeared and about 8,700 acres at the bottom of the Sound are dangerously contaminated.

The declining health of Puget Sound threatens the economic and environmental vitality of the Pacific Northwest. Washington State's Governor Chris Gregoire has taken steps at the State Government level to combat this decline by setting up a Puget Sound Partnership. Now it is time for the U.S. Government to match these efforts, with the Environmental Protection Agency taking the lead to create, with the State of Washington, a comprehensive recovery package for Puget Sound.

Already, we have launched a cooperative effort involving all of the local government entities, as well as the State and Federal Governments, to curtail any harmful substances from being introduced into its waters, to change unwise industrial and agricultural practices and to continue our aggressive research into the causes of pollution in the Sound. The Fiscal Year 2008 Interior Appropriations bill included \$20 million for the EPA geographic program to ramp up the Puget Sound work, and earlier this month the Interior Subcommittee which I chair passed a spending bill for fiscal year 2009 that includes an additional \$20 million to implement the program.

The Puget Sound Recovery Act that I am joined by all of my colleagues from around the Puget Sound area in introducing today furthers these efforts by establishing an EPA Puget Sound Office in Washington State that will coordinate action among the many Federal agencies involved in the cleanup, including the Fish and Wildlife Service, the Park Service, the Forest Service and the Natural Resources Conservation Service within the Department of Agriculture, the United States Geological Survey, the Army Corps of Engineers, and the Departments of Commerce, Defense, Homeland Security and Transportation. In addition, this bill authorizes grants to study the causes of the Sound's declining water quality and ways to counter these threats, as well as grants for sewer and stormwater discharge projects.

Madam Speaker, the Federal Government must continue to play a leading role in restoring the health of Puget Sound, and I believe the Puget Sound Recovery Act is fundamental to this effort.

## PUGET SOUND RECOVERY ACT OF 2008

### SECTION-BY-SECTION

Sec. 1. Short Title.

Sec. 2. Findings. Congress finds that Puget Sound is important to the Pacific Northwest's regional identity and industry. Puget Sound's water quality is in decline, which threatens the region's economy. Washington State has taken steps to address the problem. The Environmental Protection Agency (EPA) should create a comprehensive recovery package for Puget Sound and should establish a "Puget Sound Office" in Washington State. Other federal agencies should be involved, including the Fish and Wildlife Service, the Park Service, the Forest Service and the Natural Resources Conservation Service within the Department of Agriculture, the United States Geological Survey, the Corps of Engineers, the Departments of Commerce, Homeland Security, Defense, and Transportation. The Puget Sound recovery efforts should be included in the President's annual budget. Canada should join in this enhanced effort.

Sec. 3. Puget Sound. This section amends Title I of the Federal Water Pollution Control Act (33 U.S.C. 1251 et seq.) by adding at the end a new section ("Sec. 123. Puget Sound."). The Puget Sound Recovery Act creates the following provisions within the new Sec. 123 of the Federal Water Pollution Control Act:

(a) Program Office.

(1) Establishes an EPA Puget Sound Program Office ("Office").

(2) States that the Office is to be headed by a Director and located in the State of Washington.

(3) Provides the Office with additional staff as needed.

(b) Duties of Director.

(1) Directs the Director to assist the Puget Sound Partnership in carrying out its goals.

(2) Specifically, the Director should:

(A) Assist and support the implementation of the Comprehensive Conservation and Management Plan ("Comprehensive Plan");

(B) Coordinate the major functions of the Federal government related to the implementation of the Comprehensive Plan;

(C) Conduct or commission studies and research necessary for implementation of the Puget Sound Water Quality Management Plan;

(D) Coordinate and manage environmental data;

(E) Coordinate Puget Sound grant, research, and planning programs;

(F) Coordinate efforts in Puget Sound and the Georgia Straits with Canada;

(G) Coordinate efforts, including activities under species recovery plans, with other Federal agencies with jurisdiction in the Puget Sound watershed;

(H) Collect and make available to the public information relating to the environmental quality of Puget Sound; and

(I) Biennially issue a report to Congress that—

(i) Summarizes the progress made;

(ii) Summarizes any modifications to the Puget Sound Water Quality Management Plan; and

(iii) Incorporates specific recommendations concerning the implementation of the Puget Sound Water Quality Management Plan.

(3) Specifies that the studies and research mandated under (2) (C) should include:

(A) Population growth and the adequacy of wastewater treatment facilities and on-site septic systems;

(B) The use of physical, chemical and biological methods for nutrient removal in sewage treatment plants;

(C) Contaminated sediments and dredging activities;

(D) Nonpoint source pollutant abatement;

(E) Wetland, riparian, and near shore protection and restoration;

(F) Flood abatement and floodplain restoration techniques;

(G) Impacts of forest and agricultural practices;

(H) Atmospheric deposition of pollutants;

(I) Water quality requirements to sustain fish, shellfish, and wildlife populations;

(J) State water quality programs;

(K) Options for long-term financing of wastewater treatment projects and water pollutant control programs;

(L) Water usage and efficiency;

(M) Toxic pollutants; and

(N) Such other areas as the Director considers appropriate.

(4) Grants the Director authority to enter into interagency agreements, make intergovernmental personnel appointments (IPAs), and utilize other methods to carry out the Director's duties.

(c) Grants to Implement Management Plan.

(1) Authorizes the EPA Administrator to award grants to eligible recipients for projects and studies to implement the Comprehensive Plan.

(2) Specifies that projects and studies eligible for grants include planning, research, modeling, construction, monitoring, implementation, citizen involvement and education.

(3) Specifies that the Federal share of the cost of the grant projects or studies should not exceed 50 percent.

(4) Defines "eligible recipient" for grants as a State, interstate, Tribal, regional, or local water pollution control agency or other public or nonprofit private agency, institution, or organization.

(d) Grants for Projects to Address Sewage and Stormwater Discharges.

(1) Authorizes the EPA Administrator to award grants to eligible recipients for projects to address sewage and storm water discharges.

(2) Specifies that projects eligible for grants include demonstration and research projects that provide treatment for, or that minimize, sewage or stormwater discharges.

(3) Regarding the awarding of sewage and storm water grants—

(A) Grants should be awarded on a competitive basis; and

(B) The EPA Administrator may give priority to a project located in a distressed community.

(4) Regarding the Federal share of the cost of a project receiving assistance—

(A) Specifies that the Federal share of the cost of the grant projects should not exceed 75 percent; and

(B) Specifies that, in distressed communities, the Federal share should not exceed 100 percent.

(5) Defines the following terms—

(A) Eligible Recipient: a State, interstate, Tribal, regional, or local water pollution control agency.

(B) Distressed Community: a community that meets affordability criteria established by the community's State.

(e) Annual Budget Plan.

(1) The President should include the Puget Sound Program in the annual budget of the U.S. Government, and related information, including:

(A) An interagency crosscut budget that displays for each Federal agency involved in Puget Sound activities—

(i) Amounts obligated in the preceding fiscal year;

(ii) The estimated budget for the current fiscal year;

(iii) The proposed budget; and

(B) A description of the Federal role in the Puget Sound Program and the specific role of each agency.

(2) The President should coordinate reporting, data collection, and planning activities with the Puget Sound Partnership.

(f) Authorizations.

Authorizes such sums as may be necessary for each of the fiscal years 2009 through 2013 to carry out the Puget Sound Program.

## RECOGNIZING THE ACHIEVEMENT OF THE CAPITAL CAMPAIGN FOR HOWARD UNIVERSITY.

### HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 25, 2008

Mr. RANGEL. Madam Speaker, I rise today to express my support and pride in the outstanding achievements of the historical \$275 million Capital Campaign for Howard University.

The president of the Howard University Pat Swygert and his Howard University Trustee Team achieved remarkable results by raising \$275 million in a 5 year fund-raising campaign. The plan broke several records, including the most amount of money raised by an African-American institution and a record for Howard. These results were unthinkable without strong support of the alumnae, trustees and the involvement of the Congress. This year Congress contributed \$204.3 million to Howard University and \$28.9 million to Howard University Hospital.

The money raised through the Capital Campaign greatly improved Howard University by establishing modern equipped computer labs, glass walled conference rooms, exhibition galleries and other necessary facilities for successful student education. Hundreds of scholarships helped many students to complete their education reducing the burden of student loans. Growing number of alumni donate to Howard, seeing the success and achievements of the University. President Pat Swygert and his campaign did the terrific work not only raising the impressive amount of money, but also improving Howard as well as raising the reputation and the respect of the school.

(By Kathryn Masterson)

WASHINGTON.—As a dental student 35 years ago, Leo E. Rouse and his Howard University classmates learned to fill cavities and cap teeth by crowding around one faculty member and angling for a clear view of the day's demonstration.

Today students at Howard's College of Dentistry, where Dr. Rouse is now the dean, get an unobstructed view of dental procedures from computer monitors mounted on 45 workstations in the school's new simulation laboratory. If they miss something, they can go back and review by watching DVDs in the lab or on their laptops.

The \$1.3-million lab, which was built with money from the university's recently completed capital campaign, does more than enhance the students' experience, Dr. Rouse says. It has helped bring in donations from alumni and almost doubled the number of applications for the school's 85 seat class, from about 1,400 before the lab was built to 2,710 last year.

"Word gets around," Dr. Rouse said. "A school that has new stuff is attractive."

After raising \$275 million in its 5 year fund-raising campaign, the 11,000-student university has plenty of new stuff to show off. There's a simulated trading room in the School of Business, a van that travels around Washington to screen men for prostate cancer, an exhibition gallery in the architecture school, computer labs and glass-walled conference rooms in the health-science library, and almost 300 named scholarships.

The campaign broke a record for Howard, whose trustees and officers first considered a more modest \$100 million goal that the university president, H. Patrick Swygert, thought was too small. The effort also broke a record for the amount of money raised by an African-American institution.

Thanks in part to those gifts, the university's endowment, which was \$144 million when Mr. Swygert came in 1995, has swelled to \$510 million, an amount that put Howard among the 136 wealthy institutions asked to tell the U.S. Senate Finance Committee how they spend their endowments.

William F.L. Moses, a senior program director at the Kresge Foundation, says the "path-breaking, benchmark-setting" Howard campaign sets new expectations for how much money historically black institutions can raise. Kresge has supported programs to strengthen fund raising at historically black colleges and universities, giving \$18 million in grants over 5 years to five institutions (Howard was not among them) and \$8 million to the institutional-advancement program at the United Negro College Fund.

"It sets the bar, that this kind of success is possible and HBCU's can compete with mainstream institutions," Mr. Moses said. "HBCU's can compete with the best."

#### ALUMNI MAKE A DIFFERENCE

Howard's success was especially notable for how the university involved its alumni.

Alumni giving has been a challenge for historically black colleges, said Elfred Anthony Pinkard, executive director for UNCF's Institute for Capacity Building, which helps member colleges with fund raising, enrollment, and other management challenges. (Howard is not a member of the UNCF.) The Institute for Capacity Building has given grants to historically black colleges to hire consultants and buy software programs to help advancement efforts.

Alumni-affairs offices at the smaller institutions often have just one or two employees and giving rates for the colleges who work with the institute range from 7 percent to as high as 38 percent, Mr. Pinkard said. The national average is 12 percent, according to the Council for Advancement and Support of Education's 2007 Voluntary Support of Education survey.

Ann E. Kaplan, director of the Council for Aid to Education's survey on giving, said historically black colleges tend to have less mature fund-raising operations that rely more on money from foundations and corporations than from alumni. When she spoke at a UNCF conference, Ms. Kaplan said, she heard from college leaders who were more focused on raising money for current operations than on long-term planning and faced challenges such as poorly kept alumni records or understaffed advancement offices.

Though tithing to churches and giving to religious organizations are strong traditions among many African-Americans, the 19 historically black colleges that responded to the council's survey (a number Ms. Kaplan said was too small to be representative) had an average alumni-giving rate of 6 percent, half the overall national average.

"There's no reason to think HBCU's can't be as successful in raising money from their alumni, but they need to ask," Ms. Kaplan said. "Asking is the No. 1 reason why people give."