

The bipartisan legislation we are considering today will strengthen our nation's economic competitiveness by helping to create an environment that encourages innovation and facilitates growth. Among other things, the bill makes critical investments in, and improvements to, the Manufacturing Extension Partnership, which will help this vital program better address the needs of our nation's small- and medium-sized manufacturers. The bill will also help ensure that students have the training necessary to secure a good-paying job in their community by requiring MEP centers to inform local and regional community colleges of the skills needed by area manufacturers. America COMPETES also focuses the National Institute of Standards and Technology on creating jobs, supporting competitiveness, and meeting the needs of our nation's private sector.

America COMPETES is the cornerstone of our nation's global competitiveness, and today's reauthorization bill represents another critical step in implementing the innovation agenda. I ask my colleagues to join me in supporting this important legislation.

Mr. GORDON of Tennessee. I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Tennessee (Mr. GORDON) that the House suspend the rules and pass the bill, H.R. 5325.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the yeas have it.

Mr. HALL of Texas. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

#### EUNICE KENNEDY SHRIVER ACT

Ms. FUDGE. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5220) to reauthorize the Special Olympics Sport and Empowerment Act of 2004, to provide assistance to Best Buddies to support the expansion and development of mentoring programs, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 5220

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

#### SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the "Eunice Kennedy Shriver Act".

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

Sec. 1. Short title; table of contents.

#### TITLE I—REAUTHORIZATION OF SPECIAL OLYMPICS ACT

Sec. 101. Reauthorization.

##### TITLE II—BEST BUDDIES

Sec. 201. Findings and purpose.

Sec. 202. Assistance for Best Buddies.

Sec. 203. Application and annual report.

Sec. 204. Authorization of appropriations.

#### TITLE III—ESTABLISHMENT OF EUNICE KENNEDY SHRIVER INSTITUTES FOR SPORT AND SOCIAL IMPACT

Sec. 301. Findings and purpose.

Sec. 302. Establishment of Institutes.

Sec. 303. Activities of Institutes.

Sec. 304. Authorization of appropriations.

#### TITLE I—REAUTHORIZATION OF SPECIAL OLYMPICS ACT

##### SEC. 101. REAUTHORIZATION.

Sections 2 through 5 of the Special Olympics Sport and Empowerment Act of 2004 (42 U.S.C. 15001 note) are amended to read as follows:

##### "SEC. 2. FINDINGS AND PURPOSE.

"(a) FINDINGS.—Congress finds the following:

"(1) Special Olympics celebrates the possibilities of a world where everybody matters, everybody counts, and every person contributes.

"(2) The Government and the people of the United States recognize the dignity and value the giftedness of children and adults with intellectual disabilities.

"(3) The Government and the people of the United States recognize that children and adults with intellectual disabilities experience significant health disparities, including lack of access to primary care services and difficulties in accessing community-based prevention and treatment programs for chronic diseases.

"(4) The Government and the people of the United States are determined to end the isolation and stigmatization of people with intellectual disabilities, and to ensure that such people are assured of equal opportunities for community participation, access to appropriate health care, and inclusive education, and to experience life in a non-discriminatory manner.

"(5) For more than 40 years, Special Olympics has encouraged skill development, sharing, courage, and confidence through year-round sports training and athletic competition for children and adults with intellectual disabilities.

"(6) Special Olympics provides year-round sports training and competitive opportunities to more than 3,000,000 athletes with intellectual disabilities in 26 sports and plans to expand the benefits of participation through sport to hundreds of thousands of people with intellectual disabilities within the United States and worldwide over the next 5 years.

"(7) Research shows that participation in activities involving both people with intellectual disabilities and nondisabled people results in more positive support for inclusion in society, including in schools.

"(8) Special Olympics has demonstrated its ability to provide a major positive effect on the quality of life of people with intellectual disabilities, improving their health and physical well-being, building their confidence and self-esteem, and giving them a voice to become active and productive members of their communities.

"(9) In society as a whole, Special Olympics has become a vehicle and platform for reducing prejudice, improving public health, promoting inclusion efforts in schools and communities, and encouraging society to value the contributions of all members.

"(10) The Government of the United States enthusiastically supports the Special Olympics movement, recognizes its importance in improving the lives of people with intellectual disabilities, and recognizes Special Olympics as a valued and important component of the global community.

"(b) PURPOSE.—The purposes of this Act are to—

"(1) provide support to Special Olympics to increase athlete participation in, and public awareness about, the Special Olympics movement, including efforts to promote broader community inclusion;

"(2) dispel negative stereotypes about people with intellectual disabilities;

"(3) build community engagement through involvement in sports; and

"(4) promote the extraordinary gifts and contributions of people with intellectual disabilities.

##### "SEC. 3. ASSISTANCE FOR SPECIAL OLYMPICS.

"(a) EDUCATION ACTIVITIES.—The Secretary of Education may award grants to, or enter into contracts or cooperative agreements with, Special Olympics to carry out each of the following:

"(1) Activities to promote the expansion of Special Olympics, including activities to increase the full participation of people with intellectual disabilities in athletics, sports and recreation, and other inclusive school and community activities with non-disabled people.

"(2) The design and implementation of Special Olympics education programs, including character education and volunteer programs that support the purposes of this Act, that can be integrated into classroom instruction and are consistent with academic content standards.

"(b) INTERNATIONAL ACTIVITIES.—The Secretary of State, acting through the Assistant Secretary of State for Educational and Cultural Affairs, may award grants to, or enter into contracts or cooperative agreements with, Special Olympics to carry out each of the following:

"(1) Activities to increase the participation of people with intellectual disabilities in Special Olympics outside of the United States.

"(2) Activities to improve the awareness outside of the United States of the abilities and unique contributions that people with intellectual disabilities can make to society.

##### "(c) HEALTHY ATHLETES.—

"(1) IN GENERAL.—The Secretary of Health and Human Services may award grants to, or enter into contracts or cooperative agreements with, Special Olympics for the implementation of on-site health assessments, screening for health problems, health education, community-based prevention, data collection, and referrals to direct health care services.

"(2) COORDINATION.—Activities under paragraph (1) shall be coordinated with appropriate health care entities, including private health care providers, entities carrying out local, State, Federal, or international programs, and the Department of Health and Human Services, as applicable.

"(d) LIMITATION.—Amounts appropriated to carry out this section shall not be used for direct treatment of diseases, medical conditions, or mental health conditions. Nothing in the preceding sentence shall be construed to limit the use of non-Federal funds by Special Olympics.

##### "SEC. 4. APPLICATION AND ANNUAL REPORT.

"(a) APPLICATION.—

"(1) IN GENERAL.—To be considered for a grant, contract, or cooperative agreement under subsection (a), (b), or (c) of section 3, Special Olympics shall submit an application at such time, in such manner, and containing such information as the Secretary of Education, Secretary of State, or Secretary of Health and Human Services, as applicable, may require.

"(2) CONTENT.—At a minimum, an application under this subsection shall contain each of the following:

"(A) ACTIVITIES.—A description of specific activities to be carried out with the grant, contract, or cooperative agreement.

"(B) MEASURABLE GOALS.—A description of specific measurable annual benchmarks, long-term goals and objectives, and outcomes to be achieved through specified activities carried out with the grant, contract, or cooperative agreement, which shall include, at a minimum, the following:

“(i) Activities to increase the full participation of people with intellectual disabilities in athletics, sports and recreation, and other inclusive school and community activities with nondisabled people.

“(ii) Education programs that dispel negative stereotypes about people with intellectual disabilities, in the case of applications for a grant under section 3(a).

“(iii) Activities to increase the participation of people with intellectual disabilities in Special Olympics outside of the United States, in the case of applications for a grant under section 3(b).

“(iv) Health-related activities, including on-site health assessments, screening for health problems, health education, community-based prevention, data collection, and referrals to direct health care services, in the case of applications for a grant under section 3(c).

“(b) ANNUAL REPORT.—

“(1) IN GENERAL.—As a condition of the receipt of any funds for a program under subsection (a), (b), or (c) of section 3, Special Olympics shall agree to submit an annual report at such time, in such manner, and containing such information as the Secretary of Education, Secretary of State, or Secretary of Health and Human Services, as applicable, may require.

“(2) CONTENT.—At a minimum, each annual report under this subsection shall describe—

“(A) the degree to which progress has been made toward meeting the annual benchmarks, long-term goals and objectives, and outcomes described in the applications submitted under subsection (a); and

“(B) demographic data about Special Olympics participants, including the number of people with intellectual disabilities served in each program referred to in paragraph (1).”

#### “SEC. 5. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated—

“(1) for grants, contracts, or cooperative agreements under section 3(a), \$9,500,000 for fiscal year 2011, and such sums as may be necessary for each of the 4 succeeding fiscal years;

“(2) for grants, contracts, or cooperative agreements under section 3(b), \$4,500,000 for fiscal year 2011, and such sums as may be necessary for each of the 4 succeeding fiscal years; and

“(3) for grants, contracts, or cooperative agreements under section 3(c), \$8,500,000 for fiscal year 2011, and such sums as may be necessary for each of the 4 succeeding fiscal years.”

### TITLE II—BEST BUDDIES

#### SEC. 201. FINDINGS AND PURPOSE.

(a) FINDINGS.—Congress finds the following:

(1) Best Buddies operates the first national social and recreational program in the United States for people with intellectual disabilities.

(2) Best Buddies is dedicated to helping people with intellectual disabilities become part of mainstream society.

(3) Best Buddies is determined to end social isolation for people with intellectual disabilities by promoting meaningful friendships between them and their non-disabled peers in order to help increase the self-esteem, confidence, and abilities of people with and without intellectual disabilities.

(4) Since 1989, Best Buddies has enhanced the lives of people with intellectual disabilities by providing opportunities for 1-to-1 friendships and integrated employment.

(5) Best Buddies is an international organization spanning 1,300 middle school, high school, and college campuses.

(6) Best Buddies implements programs that will positively impact more than 700,000 individuals in 2010.

(7) The Best Buddies Middle Schools program matches middle school students with intellectual disabilities with other middle school students and supports 1-to-1 friendships between them.

(8) The Best Buddies High Schools program matches high school students with intellectual disabilities with other high school students and supports 1-to-1 friendships between them.

(9) The Best Buddies Colleges program matches adults with intellectual disabilities with college students and creates 1-to-1 friendships between them.

(10) The Best Buddies e-Buddies program supports e-mail friendships between people with and without intellectual disabilities.

(11) The Best Buddies Citizens program pairs adults with intellectual disabilities in 1-to-1 friendships with other people in the corporate and civic communities.

(12) The Best Buddies Jobs program promotes the integration of people with intellectual disabilities into the community through supported employment.

(b) PURPOSE.—The purposes of this title are to—

(1) provide support to Best Buddies to increase participation in and public awareness about Best Buddies programs that serve people with intellectual disabilities;

(2) dispel negative stereotypes about people with intellectual disabilities; and

(3) promote the extraordinary contributions of people with intellectual disabilities.

#### SEC. 202. ASSISTANCE FOR BEST BUDDIES.

(a) EDUCATION ACTIVITIES.—The Secretary of Education may award grants to, or enter into contracts or cooperative agreements with, Best Buddies to carry out activities to promote the expansion of Best Buddies, including activities to increase the participation of people with intellectual disabilities in social relationships and other aspects of community life, including education and employment, within the United States.

(b) LIMITATIONS.—

(1) IN GENERAL.—Amounts appropriated to carry out this title may not be used for direct treatment of diseases, medical conditions, or mental health conditions.

(2) ADMINISTRATIVE ACTIVITIES.—Not more than 5 percent of amounts appropriated to carry out this title for a fiscal year may be used for administrative activities.

(c) RULE OF CONSTRUCTION.—Nothing in this title shall be construed to limit the use of non-Federal funds by Best Buddies.

#### SEC. 203. APPLICATION AND ANNUAL REPORT.

(a) APPLICATION.—

(1) IN GENERAL.—To be considered for a grant, contract, or cooperative agreement under section 202(a), Best Buddies shall submit an application at such time, in such manner, and containing such information as the Secretary of Education may require.

(2) CONTENT.—At a minimum, an application under this subsection shall contain the following:

(A) A description of activities to be carried out under the grant, contract, or cooperative agreement.

(B) Information on specific measurable goals, objectives, and outcomes to be achieved through activities carried out under the grant, contract, or cooperative agreement.

(b) ANNUAL REPORT.—

(1) IN GENERAL.—As a condition of receipt of any funds under section 202(a), Best Buddies shall agree to submit an annual report at such time, in such manner, and containing such information as the Secretary of Education may require.

(2) CONTENT.—At a minimum, each annual report under this subsection shall describe the degree to which progress has been made

toward meeting the specific measurable goals, objectives, and outcomes described in the applications submitted under subsection (a).

#### SEC. 204. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to the Secretary of Education for grants, contracts, or cooperative agreements under section 202(a), \$10,000,000 for fiscal year 2011 and such sums as may be necessary for each of the 4 succeeding fiscal years.

### TITLE III—ESTABLISHMENT OF EUNICE KENNEDY SHRIVER INSTITUTES FOR SPORT AND SOCIAL IMPACT

#### SEC. 301. FINDINGS AND PURPOSE.

(a) FINDINGS.—The Congress finds as follows:

(1) For more than 50 years, Eunice Kennedy Shriver dedicated her life, energies, and resources without bounds to improving the lives of people with intellectual and developmental disabilities around the world. She stands as the iconic founder and leader of one of the most important disability rights movements in history.

(2) Eunice Kennedy Shriver founded and influenced the development of Special Olympics and Best Buddies, both of which celebrate the possibilities of a world where everybody matters, everybody counts, every person has value, and every person has worth.

(b) PURPOSE.—It is the purpose of this title to improve and advance opportunities for people with intellectual disabilities to fully participate and engage in inclusive sports and recreation, social activities, and other community opportunities, through—

(1) conducting research, data collection, and evaluation activities;

(2) providing technical assistance and training;

(3) fostering and promoting interdisciplinary collaboration, cooperation, and partnerships; and

(4) commemorating the work and contributions of Eunice Kennedy Shriver and encouraging others to emulate her leadership, including her efforts to encourage and promote greater social and community opportunities for people with intellectual disabilities and their families.

#### SEC. 302. ESTABLISHMENT OF INSTITUTES.

(a) IN GENERAL.—From the amount made available under section 304 that is not reserved under subsection (g), the Secretary of Education shall award competitive grants to one or more eligible entities for the purpose of establishing Eunice Kennedy Shriver Institutes for Sport and Social Impact (referred to in this title as “Institutes”).

(b) ELIGIBLE ENTITY.—In this title, the term “eligible entity” means an institution of higher education (as defined in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a))) with demonstrated expertise and experience in research, technical assistance, and training related to improving and advancing opportunities for people with intellectual disabilities to fully participate and engage in inclusive community opportunities, in partnership with a nonprofit organization with demonstrated expertise and experience in inclusive sports, recreation, social, educational, and community opportunities for people with intellectual disabilities.

(c) GRANT PERIOD.—Each grant awarded under this title shall be for a 3-year period.

(d) GRANT RECIPIENT CONTRIBUTION.—An eligible entity receiving a grant under this title shall provide a contribution (which may include an in-kind contribution), in an amount not less than 25 percent of the costs of the activities assisted under the grant, to carry out such activities.

(e) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this title shall be used

to supplement, and not supplant, other Federal, State, and local funds expended to carry out the purpose of this title.

(f) APPLICATION.—An eligible entity shall submit an application to the Secretary of Education at such time, in such manner, and containing such information and assurances as the Secretary may require. Such application shall, at a minimum, include—

(1) a description of activities to be carried out consistent with section 303; and

(2) annual measurable benchmarks and long-term goals and objectives to be achieved through such activities.

(g) RESERVATION OF FUNDS FOR NATIONAL ACTIVITIES.—From the amount appropriated under section 304, the Secretary of Education shall reserve not more than 10 percent to enter into a cooperative agreement, on a competitive basis, with an eligible entity for the purpose of implementing national coordination activities, including development of mechanisms for communication among grantees, dissemination of information resulting from activities under the grants, dissemination of evidence-based practices, and technical assistance to grantees.

#### SEC. 303. ACTIVITIES OF INSTITUTES.

(a) IN GENERAL.—Each grantee under this title shall use the grant to advance the quality of life and inclusion of people with intellectual disabilities through research and evaluation, technical assistance, training, data collection, evaluation, collaboration, and dissemination of evidence-based best practices.

(b) REQUIRED ACTIVITIES.—

(1) IN GENERAL.—Each grantee under this title shall use grant funds to—

(A) establish a research agenda and annual measurable benchmarks and long-term goals, and conduct research and evaluation of evidence-based best practices, with the goal of improving the quality of life and furthering the social inclusion of people with intellectual disabilities, in cooperation and consultation with—

(i) people with intellectual disabilities;

(ii) family members of people with intellectual disabilities;

(iii) University Centers for Excellence in Developmental Disabilities Education, Research, and Service (as designated in section 151 of the Developmental Disabilities Act (42 U.S.C. 15061));

(iv) other relevant Federal, State, and local entities conducting research related to people with intellectual disabilities;

(v) other Federal, State, and local entities serving people with intellectual disabilities; and

(vi) other relevant nonprofit organizations.

(B) provide training and technical assistance to people with intellectual disabilities, families of people with intellectual disabilities, nonprofit organizations, public entities, educational programs, recreation programs, and others to increase opportunities for inclusive participation by such people in sports and recreation, social opportunities, education, and the community, including provision of assistance to programs and entities serving primarily non-disabled people in order to successfully include people with intellectual disabilities in activities with non-disabled people;

(C) collect and analyze data related to barriers to, and factors ensuring, access to full inclusion and participation in community and quality of life for people with intellectual disabilities, including demographic data; and

(D) report on the research, findings, conclusions, and recommendations resulting from the activities of the grant.

(2) RESEARCH AND EVALUATION.—Research, evaluation, and data collection described in

subparagraph (A) and (C) of paragraph (1) shall include—

(A) best practices in preventive health and wellness for people with intellectual disabilities, including sports and recreational activities;

(B) identification of barriers to, and factors ensuring, access to full inclusion and participation in community and quality of life for people with intellectual disabilities;

(C) best practices in supporting independence, community living, and inclusive social engagement for people with intellectual disabilities;

(D) physical and mental health disparities for people with intellectual disabilities; and

(E) other relevant activities related to the purpose of this title, as described by the eligible entity in the application submitted under section 302(f).

(c) REPORT.—Each recipient of a grant under this title shall prepare and submit to the Secretary of Education an annual report that includes information on progress made in achieving the projected goals and outcomes of the activities of the Institute for the previous year, including demographic information on the populations served and measurable accomplishments in advancing the quality of life and inclusion of people with intellectual disabilities in the community.

#### SEC. 304. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this title such sums as may be necessary for fiscal years 2011 through 2015.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Ohio (Ms. FUDGE) and the gentleman from Wisconsin (Mr. PETRI) each will control 20 minutes.

The Chair recognizes the gentlewoman from Ohio.

#### GENERAL LEAVE

Ms. FUDGE. Mr. Speaker, I request 5 legislative days within which Members may revise and extend and insert extraneous materials on H.R. 5220 in the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Ohio?

There was no objection.

Ms. FUDGE. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of H.R. 5220, the Eunice Kennedy Shriver Act of 2010, which will provide important resources and services to the people with intellectual disabilities. This bill will reauthorize the Special Olympics Sport and Empowerment Act of 2004, provide assistance to Best Buddies to support the expansion and development of mentoring programs, and establish the Eunice Kennedy Shriver Institutes for Sports and Social Impact.

Special Olympics and the Best Buddies program would not be where they are today or mean so much to so many people without Eunice Kennedy Shriver. She dedicated her life to the goal of a fully inclusive and supportive society for people with intellectual disabilities.

Mrs. Shriver founded Special Olympics and was a longtime supporter and board member of Best Buddies. She knew that all too often people with intellectual disabilities are subject to so-

cial isolation because of their different abilities. She fought hard to ensure that children and adults with intellectual disabilities were not subject to stigmatization and prejudice.

This bill makes sure that children and adults can fully participate and engage in education, social activities, and community opportunities. With this bill, we will move closer toward the goal of increased participation and inclusivity in society for people with intellectual disabilities.

For more than 40 years, Special Olympics has provided sports training and competitive opportunities to more than 3 million athletes with intellectual disabilities. Special Olympics has enhanced the quality of life of people with intellectual disabilities, improving their health and physical well-being, building their confidence and self-esteem, and giving them a voice to become active and productive members of their communities.

Since 1989, Best Buddies has worked with 1,300 middle school, high school, and college campuses to create inclusive communities for people with intellectual disabilities through a medium of friendship. Over 700,000 people have benefited from the Best Buddies one-to-one peer matches, citizen programs for adults, and job programs that promote integration in the workplace.

Finally, this bill establishes the Eunice Kennedy Shriver Institutes for Sports and Social Impact. The Institutes support research on effective means for inclusion of people with intellectual disabilities, provide technical assistance to promote inclusion, foster collaboration among people and organizations working toward effective inclusion, and commemorate Mrs. Shriver's dedication to this cause.

As many of you recall, Mrs. Shriver passed away last August, just before her brother the late Senator Ted Kennedy, also a champion of people with disabilities. This bill is fittingly named the Eunice Kennedy Shriver Act of 2010 and honors her vision of a world where people with intellectual disabilities are successfully integrated into our schools, our workplaces, and our general communities. I share that vision and support the activities authorized by this bill.

Once again, I express my support for H.R. 5220 and thank Representative HOYER for introducing this important legislation. I also want to thank Chairman BERMAN of the Foreign Affairs Committee and Chairman WAXMAN of the Energy and Commerce Committee for working with the Education and Labor Committee on allowing this bill to move expeditiously to the floor.

I submit an exchange of letters dated May 7, May 10, and May 14, 2010, between these chairmen and Chairman MILLER to be included in the RECORD.

COMMITTEE ON FOREIGN AFFAIRS,  
HOUSE OF REPRESENTATIVES,  
Washington, DC, May 7, 2010.

Hon. GEORGE MILLER,  
Chairman, Committee on Education and Labor,  
Rayburn House Office Building, Wash-  
ington, DC.

DEAR MR. CHAIRMAN: I am writing to you concerning H.R. 5220, the Eunice Kennedy Shriver Act, introduced by Representative Hoyer on May 5, 2010.

This bill contains provisions within the Rule X jurisdiction of the Committee on Foreign Affairs. In the interest of permitting your Committee to proceed expeditiously to floor consideration of this important bill, I am willing to waive this Committee's right to mark up this bill. I do so with the understanding that by waiving consideration of the bill, the Committee on Foreign Affairs does not waive any future jurisdictional claim over the subject matters contained in the bill which fall within its Rule X jurisdiction.

Further, I request your support for the appointment of Foreign Affairs Committee conferees during any House-Senate conference convened on this legislation.

Please include a copy of this letter and your response in the Congressional Record during consideration of the measure on the House floor.

Sincerely,

HOWARD L. BERMAN,  
Chairman.

COMMITTEE ON EDUCATION AND  
LABOR, HOUSE OF REPRESENTA-  
TIVES,

Washington, DC, May 10, 2010.

Hon. HOWARD L. BERMAN,  
Chairman, Committee on Foreign Affairs, Ray-  
burn House Office Building, House of Rep-  
resentatives, Washington, DC.

DEAR CHAIRMAN BERMAN: Thank you for your May 7, 2010, letter regarding H.R. 5220, the Eunice Kennedy Shriver Act. Your support for this legislation and your assistance in ensuring its timely consideration are greatly appreciated.

I agree that provisions in the bill are within the jurisdiction of the Committee on Foreign Affairs. I acknowledge that by waiving rights to further consideration at this time of H.R. 5220, your Committee is not relinquishing its jurisdiction and I will fully support your request to be represented in a House-Senate conference on those provisions over which the Committee on the Foreign Affairs has jurisdiction in H.R. 5220, or similar legislation. A copy of our letters will be placed in the Congressional Record during consideration of the bill on the House floor.

I value your cooperation and look forward to working with you as we move ahead with this important legislation.

Sincerely,

GEORGE MILLER,  
Chairman.

HOUSE OF REPRESENTATIVES,  
COMMITTEE ON ENERGY AND COM-  
MERCE,

Washington, DC, May 14, 2010.

Hon. GEORGE MILLER,  
Chairman, Committee on Education and Labor,  
Rayburn House Office Building, Wash-  
ington, DC.

DEAR CHAIRMAN MILLER: I am writing to confirm our understanding regarding H.R. 5220, the "Eunice Kennedy Shriver Act." As you know, this bill was referred to the Committee on Energy and Commerce, which has jurisdictional interest in provisions of the bill.

In light of the interest in moving this bill forward promptly, I do not intend to exercise the jurisdiction of the Committee on Energy

and Commerce through further Committee consideration of H.R. 5220. I do this, however, only with the understanding that forgoing further consideration of H.R. 5220 at this time will not be construed as prejudicing this Committee's jurisdictional interests and prerogatives on the subject matter contained in this or similar legislation. In addition, we reserve the right to seek appointment of an appropriate number of conferees to any House-Senate conference involving this legislation.

I would appreciate your including this letter in the Congressional Record during consideration of the bill on the House floor. Thank you for your cooperation on this matter.

Sincerely,

HENRY A. WAXMAN,  
Chairman.

COMMITTEE ON EDUCATION AND  
LABOR, HOUSE OF REPRESENTA-  
TIVES,

Washington, DC, May 14, 2010.

Hon. HENRY WAXMAN,  
Chairman, Committee on Energy and Commerce,  
House of Representatives, Washington, DC.

DEAR CHAIRMAN WAXMAN: Thank you for your May 14, 2010, letter regarding H.R. 5220, the Eunice Kennedy Shriver Act. Your support for this legislation and your assistance in ensuring its timely consideration are greatly appreciated.

I agree that provisions in the bill are within the jurisdiction of the Committee on Energy and Commerce. I acknowledge that by waiving rights to further consideration at this time of H.R. 5220, your Committee is not relinquishing its jurisdiction and I will fully support your request to be represented in a House-Senate conference on those provisions over which the Committee on Energy and Commerce has jurisdiction in H.R. 5220, or similar legislation. A copy of our letters will be placed in the Congressional Record during consideration of the bill on the House floor.

I value your cooperation and look forward to working with you as we move ahead with this important legislation.

Sincerely,

GEORGE MILLER,  
Chairman.

I reserve the balance of my time.

Mr. PETRI. Mr. Speaker, I yield myself such time as I may consume.

I rise in support of the bill before us, H.R. 5220, the Eunice Kennedy Shriver Act.

Eunice Kennedy Shriver was the founder and honorary chairperson of Special Olympics and a leader in the worldwide effort to improve the lives and understanding of individuals with intellectual disabilities.

For more than three decades, through her work with the Joseph K. Kennedy, Jr. Foundation and Special Olympics, she worked tirelessly to seek the prevention of intellectual disabilities by identifying its causes and improving the means by which society deals with citizens who have intellectual disabilities.

Mrs. Shriver passed away on August 11, 2009, but her work to ensure that individuals with intellectual disabilities are able to lead independent lives in their communities will live on. An estimated 7 million individuals, 2 percent of the population of the United States, have intellectual disabilities which impair daily living skills needed to live and work in the local community as

productive citizens. The three major known causes of intellectual disabilities are Down syndrome, fetal alcohol syndrome, and Fragile X.

The Eunice Kennedy Shriver Act will assist individuals with intellectual disabilities by continuing the Federal Government's support of programs that provide early intervention, effective education, research, and appropriate supports for individuals with intellectual disabilities so that they can reach adulthood and become contributing members of our society.

First, the bill reauthorizes the Special Olympics Sport and Empowerment Act of 2004. Special Olympics was established in 1968 and provides year-round sports training and competitive opportunities in 26 sports to more than 3 million athletes with intellectual disabilities. But it does so much more. It dispels negative stereotypes about people with intellectual disabilities, builds community engagement, increases the participation of people with intellectual disabilities in community life, and provides education and health screenings for individuals with intellectual disabilities.

Second, the bill authorizes support for Best Buddies, a nonprofit organization that provides mentors and friends to individuals with intellectual disabilities to increase their social relationships. Best Buddies was founded in 1989 by Anthony Kennedy Shriver as the first national, social, and recreational program for people with intellectual disabilities. Since that time, it has grown from one chapter to more than 1,400 middle school, high school, and college campuses all around the country.

Finally, the bill establishes Eunice Kennedy Shriver Institutes for Sport and Social Impact. Through this effort, institutions will conduct research, collect data, and evaluate evidence-based best practices, with the goal of improving the quality of life and, further, the social inclusion of people with intellectual disabilities.

Mr. Speaker, once again, I want to recognize the life and accomplishments of Eunice Kennedy Shriver. Her dedication to improving the lives of individuals with intellectual disabilities is awe inspiring, and I hope that this bill will serve as a fitting legacy to her efforts.

I reserve the balance of my time.

Ms. FUDGE. Mr. Speaker, I am pleased to recognize the gentleman from Rhode Island (Mr. KENNEDY) for such time as he may consume.

Mr. KENNEDY. I thank the gentle lady from Ohio, and I thank the gentleman, Mr. PETRI, for his wonderful words about my Aunt Eunice. I want to acknowledge my good friend and colleague, Representative BLUNT from the minority side, for his support for this bill. And I want to especially thank our majority leader, Representative HOYER, for his leadership on this issue. It has been steadfast and long appreciated by my family and all of those in the Special Olympics family.

Mr. Speaker, I rise today in support of H.R. 5220, the Eunice Kennedy Shriver Act. This bipartisan bill seeks to reauthorize the Special Olympics Sport and Empowerment Act of 2004 and to advance the development of Best Buddies mentoring and employment programs across this country.

My aunt, Eunice Kennedy Shriver, founded the Special Olympics in 1968. She did so in order to help foster a society that would celebrate and enhance the lives of those with intellectual disabilities.

She had seen those afflicted with intellectual disabilities, including her own sister Rosemary, my Aunt Rosemary, and saw that they were being shut out from fundamental opportunities that life had to offer. She had seen that this entire segment of our population was being denied the basic right to live a fulfilling life because of the stigma, because of the misunderstandings that pervaded our society about people with cognitive disorders. In witnessing these injustices, my aunt sought nothing less than to change our society's perceptions and approach to intellectual disabilities.

Over the 40 years since the inception of Special Olympics, it has done just that. By encouraging involvement in sports, in education, in health programs, Special Olympics has given rise to an entire generation of volunteers, parents, individuals, all encouraging those with intellectual disabilities to embrace their lives and their abilities. And for those who have been involved in Special Olympics, you know that it is not the disabilities. It is the abilities. And it is not just the Special Olympians who benefit from Special Olympics. It is the volunteers. It is anybody who has witnessed a Special Olympics event.

This message of understanding and compassion has led Special Olympics to develop an international organization, and today that organization represents 3 million athletes in 44,000 events all over the country, and 170 countries now have teams for the international games.

I want to commend my cousin, Tim Shriver, who carries on his mother's legacy of being CEO of Special Olympics, and my cousin, Anthony Shriver, who runs Best Buddies.

□ 1130

I want to say that if I had the chance to look back on my family's legacy, and if all of my family who held public office today were all here on the floor thinking about all of the public service in public office; if my cousin Kathleen were here, who's Lieutenant Governor; my cousin Mark, who's in the General Assembly; my cousin Joe, who was here in Congress; if my father, who served in the United States Senate for nearly five decades, who's often said to be one of the greatest Senators to ever serve in this Congress; if my Uncle Bobby, who was not only a Senator but Attorney General, was here; if my

uncle, President Kennedy was here, all of them would say if there was a greater legacy in my family, it was probably none other than someone who never served in public office in my family, and that was the legacy of my aunt, Eunice Shriver, when she started the Special Olympics. It's going to be the most enduring legacy that my family ever had a part of, and it's something that all of us are very proud to be part of in the Special Olympics family. Everybody can be part of the Special Olympics. I encourage everybody to go to a Special Olympics event and, in doing so, be part of the Special Olympics spirit. It's something to behold.

Let's pass the Eunice Kennedy Shriver Act.

Mr. PETRI. Mr. Speaker, I yield such time as he may consume to my colleague from the State of Michigan, VERN EHLERS, a member of the committee.

Mr. EHLERS. Mr. Speaker, I thank the gentleman for yielding. That stirring speech by Mr. Kennedy, which we have just heard, reminds us of why this bill is so important. Let me also read a few passages which really struck me, in which Congress finds the following: Special Olympics celebrates the possibilities of a world where everybody matters, everybody counts, and every person contributes. The Government and the People of the United States are determined to end the isolation and stigmatization of people with intellectual disabilities and to ensure that such people are assured of equal opportunities for community participation, access to appropriate health care, and exclusive education, and to experience life in a nondiscriminatory manner.

I will stop at that point and simply say I'm very pleased to be one of the early cosponsors of this bill. I have attended Special Olympics events, and I can tell you they are more stirring and more of a blessing to the soul of the spectators than any other sporting event they can possibly go to. The children—and it is primarily for children but adults often participate, too—but they struggle so hard. And they succeed. They succeed admirably in achieving their goals. It just stirs your heart to be involved and help Special Olympics, to watch the Special Olympics, and to share the joy of the participants when they successfully complete the particular activity they're engaged in.

This is a wonderful bill. It's a wonderful opportunity. I had the pleasure of meeting Eunice Shriver a few years ago and discussed the Special Olympics with her shortly before her death. This is a major contribution she has made to the children of this country, and I strongly urge that we pass this bill.

Ms. FUDGE. Mr. Speaker, I am pleased to yield 1 minute to the majority leader, the gentleman from Maryland (Mr. HOYER).

Mr. HOYER. Mr. Speaker, I thank the gentlelady from Ohio, Congresswoman FUDGE, for yielding. I thank her

for her leadership in bringing this bill to the floor. I thank my friend, Mr. PETRI, for his work on this legislation. I am once again, and too infrequently nowadays, glad to join with one of my best friends in the House of Representatives, ROY BLUNT from Missouri, who has worked with me for many years on this issue with the Shriver and Kennedy families.

I'm pleased that PATRICK KENNEDY is on the floor with us, my good friend and a wonderful Member of Congress, who's done such an extraordinary job representing Rhode Island and our country, and who Eunice Shriver is, I know, very proud of as she watches his commitment to those who have confronted disabilities and medical challenges. PATRICK KENNEDY has been a giant in raising the voice—and showed extraordinary courage. To that extent, that is consistent with the Kennedy legacy of courage in the face of adversity. PATRICK, thank you very much.

I met PATRICK's aunt in 1962, long before many people here were born. It was at a Young Democrats convention at the Washingtonian Motel on Route 70 in Montgomery County. Sargent Shriver was the speaker at that convention. Judy and I were at that convention. I was then 22 or 23 years of age, and I was, of course, properly awestruck by Sargent Shriver and Eunice Shriver, having gotten into politics because of John Kennedy's call for young people to become engaged.

PATRICK is correct in many ways. Certainly, one of, if not the giant of the family, was Eunice Kennedy Shriver, who, through her relationship with her sister, understood firsthand the discrimination, the isolation, the prejudice that can be directed at somebody with a disability, or at least with somebody that didn't have the same abilities that others have. Not only did she lament that but she lived her life to reverse that. That's what PATRICK was talking about, compellingly. That's why ROY BLUNT and I have joined together over the years to support this legislation.

We have had the privilege of working with Tim Shriver and Anthony Shriver, who carry on the legacy. What a wonderful family, from generation to generation passing the torch of service from one generation to the next. I have had the privilege of being a close friend of, as I said, PATRICK and his father, with whom I worked very closely over the years, and so many other members of his family.

This legislation is named in honor of Eunice Kennedy Shriver, who dedicated her long life to public service—not an elected office, but like so many more of us that served in elected office, millions and millions of Americans who saw a challenge and sought to meet it, especially committed to the inclusion of those with intellectual disabilities in the mainstream of our society. I was proud to call her friend. I was proud to be at NIH the day that we named a center for Eunice Kennedy Shriver. More

importantly, she was a friend to millions of people around the world, many of whom never knew her name and will not realize how they are the beneficiaries of her leadership and her commitment.

We have Eunice Kennedy Shriver to thank in large part for the Special Olympics and for better understanding of the challenges and potential of people with intellectual disabilities. This bill carries her legacy of inclusion and public service. It reauthorizes the Special Olympics Act, which continues grant funding for a remarkable movement that has promoted athletic competition and health for more than four decades. It emphasizes the importance of competition and competing and participating. Yes, winning is nice. But in the competition itself is the victory—the victory of spirit, the victory of courage, the victory of self-satisfaction.

Today, the Special Olympics reaches more than 3 million athletes in more than 150 countries. For those athletes, the Special Olympics means the joy of competition and the challenge of pushing themselves to be their very best. For the rest of us, the Special Olympics has increased respect for people with disabilities. From time to time, those of us who have participated in the Special Olympics, particularly some time ago, when huggers were allowed—we were huggers. Huggers simply meant, Congratulations. Well done. Keep on keeping on.

This bill also reauthorizes grants to expand the successful Best Buddies program, which is dedicated to the social integration of children and adults with intellectual disabilities. Again, Eunice Shriver and John Kennedy, Robert Kennedy, other Kennedy siblings saw Rosemary and they saw the isolation to which she was subjected. I had the opportunity of visiting Anthony in Florida, and Rosemary was at his house. The love and care extended to Rosemary was extraordinary. This was something that they lived, not just fought for.

Its volunteers gain valuable leadership opportunities and its participants with disabilities learn that they are valuable members of our communities. It is a valuable part of Eunice Kennedy Shriver's legacy, one that has found its way to more than a thousand schools and workplaces, and it deserves—and I'm sure will get—our support.

As Mrs. Shriver has said about the athletes whose competition she's supported for so many years, Special Olympic athletes are spokespersons for freedom itself—they ask for the freedom to live, the freedom to belong, the freedom to contribute, the freedom to have a chance. That should be the goal for every American with a disability, and indeed it should be the goal of us all. This bill brings it a little closer to realization.

I, again, want to thank my good friend, ROY BLUNT, who has been so deeply involved in this effort. It has

been, as always, a privilege to be his partner in this effort. I urge its overwhelming adoption and again thank Congresswoman FUDGE and Congressman PETRI for their efforts.

Mr. PETRI. Mr. Speaker, I yield such time as he may consume to a special leader of this House and coauthor of the bill before us, the gentleman from Missouri (Mr. BLUNT).

Mr. BLUNT. Mr. Speaker, I thank the gentleman for yielding and thank he and Congresswoman FUDGE for bringing this bill to the floor. I'm honored to be here on the floor with my good friend, Mr. HOYER. We first brought this concept of healthy athletes to the floor 6 years ago, when, for the first time, the Federal Government said we can add something to Special Olympics that doesn't change Special Olympics but just simply adds to it. It doesn't change the character of volunteers. It doesn't change the character of charitable contribution. It doesn't change the character of competition. It adds a component to Special Olympics that helps athletes who have many challenges discover some challenges in health that maybe no one has discovered yet.

Today, this bill would simply authorize that program, which I will talk about in some detail, for another 5 years. I hope that we continue to see the kind of things that Mr. HOYER and I have been able to watch as a result of this decision by the Congress 6 years ago. As has already been said, it also passes a bill again that this Congress has already passed—a bill that Mr. HOYER and I sponsored last year, that would provide a new level of assistance to Best Buddies, a program where adults who work with other adults who have mental challenges become the friend, the mentor, the person who brings that person more deeply into society than they otherwise would be. It also authorizes a new competitive grant program called the Eunice Kennedy Shriver Institutes for Sport and Social Impact to fund organizations that demonstrate commitment to the vision of special needs kids.

□ 1145

Earlier this year, Leanna Krogmann, a Special Olympian from Missouri, came in to see me, and along with her family and other families, Leanna reminded me of the importance of Special Olympics and its Healthy Athletes program, which really focuses on Healthy Athletes in several disciplines: Opening Eyes, Special Smiles, Healthy Hearing, FUNFitness, Health Promotion, Fit Feet and MedFest, so that those medical things that might not otherwise get checked, get checked.

PATRICK KENNEDY has come to the floor, as have others today, including Mr. HOYER, and have talked about the significant contribution that Eunice Kennedy Shriver made to the world and to America in so many ways, and the Special Olympics and Best Buddies were two of them. She grew up, of

course, in a family of competitors, but her older sister Rosemary was mentally challenged and couldn't keep up. I had the opportunity a few years ago to meet Rosemary and to learn that every Christmas and every August, no matter where Rosemary was, she came to be wherever Eunice Shriver was. And I was honored to meet her and honored to speak on the floor when her life was ended about the contribution that life had made because of what her sister and her family had decided to do.

In 1962, Mrs. Shriver started the Special Olympics in her big backyard—it was a big backyard, but it was a backyard—a competition that now attracts 3 million athletes from 160 countries around the world. In August of last year, a card with this challenge was part of Eunice Kennedy Shriver's memorial service, talking about Best Buddies and talking about Special Olympians. This card read, "The right to play on any playing field, you have earned it. The right to study in any school, you have earned it. The right to hold a job, you have earned it. The right to be anyone's neighbor, you have earned it." These programs make a difference in people's lives.

In Missouri in just one of the last 5 years, 1,029 athletes went through the Healthy Athlete screening free of charge. Families with many challenges often miss one. And this was something that took me a while to figure out because these are families who go to doctors, who go to events, who do lots of things, but they're dealing with lots of challenges. And maybe the one challenge they don't know they're dealing with is that this individual also can't see as well as they also thought they could or can't hear. And we find that out in these screenings. In fact, in Healthy Hearing, 18 percent of the Missourians in this year I'm talking about required follow-up care when they had their hearing test. Health Promotion, almost one in five were obese and got advice on healthy choices, on tobacco cessation, on sun safety. Opening Eyes, 230 athletes were screened in Missouri in 2007. Almost half, 45 percent, of the people screened needed prescription eyewear and didn't have it. Special Smiles, 23 percent of the 334 athletes screened were in urgent need of follow-up care. I was told by someone who runs the Missouri Special Olympics program that one young man was looking at the tree tops with his new glasses later on in the day after he had gotten them, and he said, I've always heard the birds, but I never saw the birds. One young woman said about her glasses that now her glasses meant that there was only one ball to catch instead of trying to figure out which of the two balls that had always been coming at her before was the real ball and which one she just saw.

Let's extend these programs. Let's pass this bill. Let's encourage these athletes. And again, to all my friends who have come to the floor, who have worked to make this a program where



the government makes some difference but still understands, as others have said, that anybody can volunteer, everybody is touched by being a part of this program. Watch a walk-on at your State's Special Olympics. Go to a local competition. See what it means when that card's handed out that says, "You have earned it," as these Special Olympians and Best Buddies have. And I urge us to pass the bill.

Mr. SALAZAR. Mr. Speaker I rise today in support of H.R. 5220, the Eunice Kennedy Shriver Act.

On behalf of the more than 2,000 Special Olympians from my district I am so proud to honor the legacy of Eunice Kennedy Shriver, who dedicated her life to providing opportunities for children and adults with intellectual and developmental disabilities.

I also want to recognize the remarkable talent and dedication these athletes bring to their sports.

Earlier this year I was lucky to meet Erin Holloway, a Colorado Special Olympian who visited my office in January.

This remarkable young woman has competed in almost every Special Olympic sport over her 30 years in the program, before settling on golf and equestrian as her favorites.

In 2005, she became the first Special Olympian inducted into the Colorado Sports Hall of Fame.

She credits the Special Olympics program with giving her confidence in her abilities, teaching her to live independently, and the knowledge that she is a good person.

Erin's remarkable story is a testament to the impact this program has had on the lives of thousands of Americans.

This is an important program, and I urge my colleagues to support this legislation.

Mr. PETRI. Mr. Speaker, I urge all of my colleagues to support the bill before us, the Eunice Kennedy Shriver Act, and yield back the balance of my time.

Ms. FUDGE. Mr. Speaker, I, as well, would ask that my colleagues support H.R. 5220, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Ohio (Ms. FUDGE) that the House suspend the rules and pass the bill, H.R. 5220, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

#### HONORABLE STEPHANIE TUBBS JONES COLLEGE FIRE PREVENTION ACT

Ms. FUDGE. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 2136) to establish the Honorable Stephanie Tubbs Jones Fire Suppression Demonstration Incentive Program within the Department of Education to promote installation of fire sprinkler systems, or other fire suppression or prevention technologies, in qualified student housing and dormitories, and for other purposes.

The Clerk read the title of the bill. The text of the bill is as follows:

H.R. 2136

*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 "Honorable Stephanie Tubbs Jones College Fire Prevention Act".

#### SEC. 2. ESTABLISHMENT OF THE HONORABLE STEPHANIE TUBBS JONES FIRE SUPPRESSION DEMONSTRATION INCENTIVE PROGRAM.

(a) GRANTS.—The Secretary of Education (in this Act referred to as the "Secretary"), in consultation with the United States Fire Administration, shall establish a demonstration program to award grants on a competitive basis to eligible entities for the purpose of installing fire sprinkler systems, or other fire suppression or prevention technologies, in student housing and dormitories owned or controlled by such entities.

(b) ELIGIBLE ENTITY.—For purposes of this Act, the term "eligible entity" means any of the following:

(1) An institution of higher education (as that term is defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002)), including an institution eligible to receive assistance under part A or B of title III or title V of such Act.

(2) A social fraternity or sorority exempt from taxation under section 501(a) of the Internal Revenue Code of 1986 (26 U.S.C. 501(a)), the active membership of which consists primarily of students in attendance at an institution of higher education (as that term is defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002)).

(c) SELECTION PRIORITY.—In making grants under subsection (a), the Secretary shall give priority to eligible entities that demonstrate the greatest financial need.

(d) RESERVED AMOUNTS.—

(1) IN GENERAL.—Of the amount made available to the Secretary for grants under this section for each fiscal year, the Secretary shall award—

(A) not less than 10 percent to eligible entities that are institutions described in subsection (b)(1) that are eligible to receive assistance under part A or B of title III or title V of the Higher Education Act of 1965; and

(B) not less than 10 percent to eligible entities that are social fraternities and sororities described in subsection (b)(2).

(2) PLAN REQUIRED.—The Secretary shall develop a plan to inform entities described in subparagraphs (A) and (B) of paragraph (1) that such entities may be eligible to apply for grants under this section.

(3) INSUFFICIENT APPLICANTS.—If the Secretary determines that there are an insufficient number of qualified applicants to award the reserved amounts required in accordance with paragraph (1), the Secretary shall make available the remainder of such reserved amounts for use by other eligible entities.

(e) APPLICATION.—To seek a grant under this section, an eligible entity shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

(f) MATCHING REQUIREMENT.—As a condition of receipt of a grant under subsection (a), the applicant shall provide (directly or through donations from public or private entities) non-Federal matching funds in an amount equal to not less than 50 percent of the cost of the activities for which assistance is sought.

(g) SUPPLEMENT NOT SUPPLANT.—Funds made available under this program shall be used to supplement, not supplant, other

funds that would otherwise be expended to carry out fire safety activities.

(h) LIMITATION ON ADMINISTRATIVE EXPENSES.—Not more than 2 percent of a grant made under subsection (a) may be expended for administrative expenses with respect to the grant.

(i) REPORTS.—Not later than 12 months after the date of the first award of a grant under this section and annually thereafter until completion of the program, the Secretary shall provide to the Congress a report that includes the following:

(1) The number and types of eligible entities receiving assistance under this section.

(2) The amounts of such assistance, the amounts and sources of non-Federal funding leveraged for activities under grants under this section, and any other relevant financial information.

(3) The number and types of student housing fitted with fire suppression or prevention technologies with assistance under this section, and the number of students protected by such technologies.

(4) The types of fire suppression or prevention technologies installed with assistance under this section, and the costs of such technologies.

(5) Identification of Federal and State policies that present impediments to the development and installation of fire suppression or prevention technologies.

(6) Any other information determined by the Secretary to be useful to evaluating the overall effectiveness of the program established under this section in improving the fire safety of student housing.

(j) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this Act such sums as may be necessary for each of the fiscal years 2010 through 2012.

#### SEC. 3. ADMISSIBILITY AS EVIDENCE.

(a) PROHIBITION.—Notwithstanding any other provision of law and subject to subsection (b), any application for assistance under this Act, any negative determination on the part of the Secretary with respect to such application, or any statement of reasons for the determination, shall not be admissible as evidence in any proceeding of any court, agency, board, or other entity.

(b) EXCEPTION.—This section does not apply to the admission of an application, determination, or statement described in subsection (a) as evidence in a proceeding to enforce an agreement entered into between the Secretary and an eligible entity under section 2.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Ohio (Ms. FUDGE) and the gentleman from Wisconsin (Mr. PETRI) each will control 20 minutes.

The Chair recognizes the gentlewoman from Ohio.

#### GENERAL LEAVE

Ms. FUDGE. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous materials on H.R. 2136 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Ohio?

There was no objection.

Ms. FUDGE. Mr. Speaker, I rise today in support of H.R. 2136. I would like to thank Chairman MILLER, Ranking Member KLINE, the members of the Education and Labor Committee, and the 70 Members on both sides of the aisle who cosponsored this important