

Mr. BROWN of Ohio. I ask unanimous consent that the order for the quorum call be rescinded.

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

#### MORNING BUSINESS

Mr. BROWN of Ohio. Madam President, I ask unanimous consent that the Senate proceed to a period of morning business, with Senators permitted to speak for up to 10 minutes each.

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

#### EARLY CHILDHOOD EDUCATION

Mr. REID. Madam President, I rise today to call attention to the importance of quality early childhood education programs throughout our country that promote and support the growth and development of our Nation's youngest citizens.

Research has shown that the quality of early relationships and experiences contributes to school success, overall health, and future workforce productivity. During a young child's life, there are 700 new neural connections formed every second, thus creating the foundation for learning and more complex brain development. In fact, more than 85 percent of the foundation for communication: critical thinking, problem solving and team work, is developed by age 5—before children enter kindergarten.

To reach their full potential, these connections need to be nurtured with positive and developmentally appropriate cognitive and social-emotional stimuli. Quality prekindergarten programs reduce placement in special education, lower the risk of grade retention, and decrease incidences of juvenile crime. Improving the success rate of high school graduation and adult earning potential is critical for our Nation's children. The implementation of quality early childhood education programs results in both social and economic benefits for the child into adulthood, as well as for the community and the Nation as a whole. Even conservative estimates yield a benefit/cost ratio of 2.36 and a significant long term increase in the gross national product.

Quality early childhood programs require the commitment and dedication of a professional early childhood education work force. Today, I recognize not only the importance of quality early childhood education programs throughout our country but also the professionals who have dedicated their careers to ensuring the highest levels of achievement in early learning for our Nation's children, thus creating lifelong benefits for the child, family, community, and country.

#### SCHOOL SAFETY PATROL LIFESAVING AWARD

Mr. REID. Madam President, I rise today to show my profound apprecia-

tion for the actions of five young Americans who comprise this year's School Safety Patrol Lifesaving Award recipients as chosen by the American Automobile Association.

In 1920, the American Automobile Association, AAA, began the School Safety Patrol Program in hopes of promoting traffic safety amongst school children. The AAA School Safety Patrol Program has been awarding its highest honor, the Lifesaving Award, to those patrollers who have acted to save the life of another since 1949. This year, five heroic school safety patrollers are receiving this award, and it is my great honor to recognize their courageous actions.

Ian Valles, a sixth grader from Heights-Murray Elementary School in Wilkes-Barre, PA, bore witness to a tragic accident the morning of January 9, 2009. While standing at a busy intersection, Ian witnessed a van strike adult crossing guard Edward Martin, who jumped in front of the van to save a mother and child in its way. Ian stayed calm and called 911 with a cell phone, staying by Mr. Martin's side until he was safely taken to the hospital by paramedics. Ian's heroism along with his calm composure saved the life of Mr. Edward Martin.

On April 20, 2009, Lauren Micolichek prevented a young girl at South View Elementary in Chippewa Falls from being struck by a fast approaching car about to make a left turn into the crosswalk. Lauren thought quickly when she saw the student walking toward the crosswalk and saved her life by shouting "wait." Her immediate response to the situation prevented the young girl from being hit by the vehicle.

Charles Tate, a fifth grade safety patroller from Second District Elementary School in Meadville, PA, also demonstrated quick action when he saved a kindergarten student from crossing an intersection. The kindergarten began to cross the intersection while a large truck came down the road. Charles ran into the middle of the road and swiftly grabbed the student by his shirt, keeping him out of harm's way.

Michael Grady, a student at Defer Elementary School in Grosse Pointe Park, MI, responsibly checked both intersections before allowing a group of students to cross. He noticed a car moving toward the students and courageously placed himself in front of the group with his arms outstretched, diligently responding to the incident before the car reached them. Thanks to his prompt actions, Michael prevented a tragedy.

Jerome Manning was patrolling at the same elementary school in Michigan the morning of January 12, 2010. Jerome had been assisting the children as they crossed the intersection when he spotted a vehicle speeding toward a student. Jerome's alertness enabled him to grab the boy by his backpack before the car could hit him. His alert-

ness saved the child from the car by about 6 inches. Jerome's quick actions have made him a hero in his community.

These five heroic individuals epitomize values of leadership qualities such as courage, alertness, and a commitment to safety. Moreover, these traits are what the AAA School Safety Patrol Program embodies as an institution. Patrollers exemplify the kind of services that are needed so that young people safely navigate traffic hazards to and from school. I applaud their commitment to positively impacting our community.

#### HOLOCAUST

Mr. COCHRAN. Madam President, it is my pleasure to be able to recognize an important project being undertaken by students at Horn Lake Middle School in Horn Lake, MS, to learn lessons from the Holocaust.

This project was brought to my attention by Miss Sadie Hopkins who, with her seventh grade classmates, has worked months to collect 1.5 million pennies—each coin representing one child lost in the Holocaust. Led by their teacher Susan Powell, these young people plan to use the pennies to understand the tragic and significant impact the Holocaust had on Jewish children during World War II and the ripple effects of that terrible time on families today.

I am pleased that Miss Hopkins made me aware of this project, which should be viewed as an innovative endeavor in making history more real for our youth today. It has opened these students' minds to an important era in history and put them in touch with some of those whose lives were directly affected by the Holocaust. I commend the Horn Lake community for supporting this ongoing educational effort.

Madam President, I ask unanimous consent to have printed in the RECORD an article titled, "Horn Lake Middle School students collecting pennies for Holocaust project," from the DeSoto Appeal.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

[From the Commercial Appeal, Nov. 25, 2009]

HORN LAKE MIDDLE SCHOOL STUDENTS  
COLLECTING PENNIES FOR HOLOCAUST PROJECT  
(By Chris Van Tuyt)

A teaching wall just inside the front entrance of Horn Lake Middle School is really doing its job.

Posted squares urge those passing by to consider this: "The estimated population of DeSoto County is 154,748. If each person gave 10 pennies, we would have 1.5 million pennies."

It would be an awful lot of coinage for an awfully worthwhile cause. It's a school project spearheaded by seventh-grade Spotlight students currently studying World War II—with a significant focus on the Holocaust. Each penny would stand for one child lost in the Holocaust.

"The pennies will be used in an online museum," Horn Lake Spotlight teacher Susan

Powell said. "We will host a (virtual) room, and this is being done through an organization (Christian Friends of Israel) in Memphis. We are going to assist them. The kids are brainstorming on what to do with the pennies."

Seventh-grade language arts teacher Melissa Swartz has an idea, and it involves her artistic husband.

"We've talked about getting enormous frames built, lay the pennies out side by side, have Michael come in and help the kids create some kind of Holocaust scene," Swartz said. "It's about getting the kids involved because we want them to have the biggest part of this."

On Monday, students were on the receiving end of a speech from an 81-year-old Holocaust survivor.

"Lovely lady," Powell said. "Many of the children are the same age (12) that the survivor was when she was taken from her home. They would feel her pain if they were moved and their family members were killed. She knew immediately that her parents were sent to the concentration camp."

Added Swartz: "They were just entranced. I've never had a group of students as involved as mine are this year. They've totally embraced everything about it."

Studying this part of history hits home for Melissa and Michael, as both are Jewish.

"My husband's family cannot be traced back past World War II," said Melissa, "and I have wonderful and not-so-wonderful stories that I relay to the kids. Some have happy endings and some don't."

"So many of our kids have extended family right here with them—a grandmother, a great-grandmother—they have all of that. My husband doesn't."

As part of the penny project, the Horn Lake students are writing letters to community leaders and to President Barack Obama.

"We would like for this to be something that all the students in DeSoto County help us with," Powell said. "We know we can reach our goal."

Swartz is also attempting to contact Jewish celebrities such as Whoopi Goldberg, Jerry Seinfeld, Ben Stiller and David Beckham.

"I'm going to get their fan mail addresses or whatever," she said. "We're going to send (letters) and tell them, 'We want your pennies!'"

Pennies from the community can be dropped off at the school, 6125 Hurt Road.

#### HEALTH CARE AND EDUCATION RECONCILIATION ACT OF 2010

Mr. GREGG. Madam President, I wish to take a moment to thank my staff who helped make this bill go as smoothly as it could have gone.

Usually people start with the chief of staff and go down the list. But I would like to single out my health policy director, Elizabeth Wroe, for her extraordinary commitment of energy and time on these issues starting over 1 year ago.

Of course I have a whole team on my Budget Committee staff who have been working on issues related to this reconciliation bill for nearly as long.

A special thank you goes to staff director Cheri Reidy who has been assisted by her colleagues: Jim Hearn, Allison Parent, Gordon Gray, Matt Giroux, Jeff Gonzalez, Greg D'Angelo, Roger Mahan, Nicole Foltz, Giovanni Gutierrez, Dan Kowalski, Betsy

Holahan, Dave Myers, Winnie Chang, Adam Hechavarria, Mike Lofgren, Kim Proctor, Greg McNeill, Jim Carter and Andrea Wuebker.

#### JOINT COMMITTEE ON TAXATION HEALTH CARE EXPLANATION

Mr. BAUCUS. Madam President, I want colleagues and those who read the RECORD to know that the nonpartisan Joint Committee on Taxation has made available to the public a technical explanation of the revenue provisions of the Health and Education Reconciliation Act, as amended, in combination with the Patient Protection and Affordable Care Act. This technical explanation provides information on the committees' understanding and legislative intent behind those provisions. It is available on the Joint Committee's Web site at [www.jct.gov](http://www.jct.gov) under the title "Technical Explanation of the Revenue Provisions of the 'Reconciliation Act of 2010,' as Amended, in Combination with the 'Patient Protection and Affordable Care Act,'" and is listed as document number JCX—18—10.

#### RECOGNIZING THE CENTER FOR EXCELLENCE IN EDUCATION'S LAUNCHING OF NATIONAL LAB SKILLS SYMPOSIUM

Mr. LIEBERMAN. Madam President, I rise today to honor the Center for Excellence in Education, CEE, for launching the first National Lab Skills Symposium. As an honorary member of the board of trustees for the center, I have witnessed firsthand the important work CEE had undertaken, and I could not be more impressed and excited about its newest endeavor.

Improving science education is an essential investment toward the future of our Nation and world. Since it was founded in 1983 by Joann DiGennaro and the late ADM H.G. Rickover, CEE has been an influential leader in championing efforts to provide science, technology, engineering, and mathematics initiatives for this Nation's top achieving students.

With over 25 years of experience as a leader in STEM academic programs for high school students, CEE understands exactly what it takes to prepare future innovators for the 21st century; and it is prepared to take further steps to ensure that students develop the skills they need. Consequently, after data from both of CEE's world-renowned scientific enrichment programs, the Research Science Institute and the USA Biology Olympiad, demonstrated that even our Nation's best and brightest students are receiving inadequate training in laboratory skills and practices, CEE initiated the National Lab Skills Symposium to address the poor quality of instruction and learning in our Nation's science and technology labs.

CEE held its first such symposium from April 8-9, in Washington, DC, to discuss best practices in laboratory

education and to determine the ways in which high school teachers throughout the country can use these best practices for the teaching of laboratory skills to students for success in STEM careers.

Before holding the symposium, CEE examined laboratory education programs across the United States, seeking those programs that follow the most cost-effective, sustainable, and replicable models for teaching students practical lab skills. CEE found six programs it deemed exemplary, which were recognized at the symposium. These programs also served as a framework that attendees, which included influential members of academia at the high school and university levels, non-governmental organizations, governmental agency representatives, and corporate leaders, could evaluate and reference when developing a set of best practices for laboratory education. CEE plans to implement the symposium's best practice recommendations in several States within 2 years and hopes to eventually adopt them nationwide.

I applaud the efforts of CEE to address the crisis in lab skills, and I am confident that this new initiative will help us to ensure that the United States fields a talented and diverse workforce in science and technology for years to come. I commend CEE's president, Joann DiGennaro, for the leadership and vision she has demonstrated in putting together the National Lab Skills Symposium. I have no doubt that Admiral Rickover is saluting this latest effort.

I ask that all of my colleagues join me in recognizing the Center for Excellence in Education for all it has done to assure the Nation's economic growth and national security.

#### TRIBUTE TO JOYCE REVELL

Mr. CARDIN. Madam President, I would like my colleagues to join me in thanking Joyce Revell for 21 years of exemplary service to the U.S. Senate and on wishing her well during her retirement.

Joyce Revell has dedicated her life to the service of our Nation and to the citizens of Maryland. At age 18, she joined the U.S. Army, where she served for 2 years. In 1977, she joined the staff of Senator Paul Sarbanes, where she became an integral part of his State office staff, providing information and service to constituents. In 2007, I was fortunate and privileged when Joyce agreed to join my staff when I was sworn into the U.S. Senate.

Joyce is one of the most outstanding caseworkers I have ever met, and she has developed an expertise in a field that is often difficult and heart-breaking. Joyce's knowledge of immigration law rivals any attorney in the field, and thousands of Marylanders over the years have sought her advice and counsel when navigating our Nation's immigration process. Her advocacy on behalf of those who need a