

S. 1440

At the request of Mr. ALEXANDER, the name of the Senator from North Carolina (Mrs. HAGAN) was added as a cosponsor of S. 1440, a bill to reduce preterm labor and delivery and the risk of pregnancy-related deaths and complications due to pregnancy, and to reduce infant mortality caused by prematurity.

S. 1454

At the request of Mr. DURBIN, the names of the Senator from North Carolina (Mrs. HAGAN) and the Senator from Hawaii (Mr. AKAKA) were added as cosponsors of S. 1454, a bill to amend title XVIII of the Social Security Act to provide for extended months of Medicare coverage of immunosuppressive drugs for kidney transplant patients and other renal dialysis provisions.

S. 1463

At the request of Mr. MERKLEY, the name of the Senator from Minnesota (Mr. FRANKEN) was added as a cosponsor of S. 1463, a bill to amend the Civil Rights Act of 1964 to protect breastfeeding by new mothers and to provide for reasonable break time for nursing mothers.

S. 1467

At the request of Mr. BLUNT, the name of the Senator from Indiana (Mr. COATS) was added as a cosponsor of S. 1467, a bill to amend the Patient Protection and Affordable Care Act to protect rights of conscience with regard to requirements for coverage of specific items and services.

S. 1508

At the request of Mr. MENENDEZ, the names of the Senator from New York (Mr. SCHUMER) and the Senator from Connecticut (Mr. LIEBERMAN) were added as cosponsors of S. 1508, a bill to extend loan limits for programs of the Federal Housing Administration, the government-sponsored enterprises, and the Department of Veterans Affairs, and for other purposes.

S.J. RES. 17

At the request of Mr. MCCONNELL, the name of the Senator from Alabama (Mr. SESSIONS) was added as a cosponsor of S.J. Res. 17, a joint resolution approving the renewal of import restrictions contained in the Burmese Freedom and Democracy Act of 2003.

S.J. RES. 19

At the request of Mr. HATCH, the name of the Senator from Nevada (Mr. HELLER) was added as a cosponsor of S.J. Res. 19, a joint resolution proposing an amendment to the Constitution of the United States authorizing Congress to prohibit the physical desecration of the flag of the United States.

S.J. RES. 25

At the request of Mr. RISCH, his name was added as a cosponsor of S.J. Res. 25, a joint resolution relating to the disapproval of the President's exercise of authority to increase the debt limit, as submitted under section 3101A of title 31, United States Code, on August 2, 2011.

S. RES. 132

At the request of Mr. NELSON of Nebraska, the names of the Senator from Michigan (Mr. LEVIN), the Senator from New York (Mrs. GILLIBRAND) and the Senator from Delaware (Mr. COONS) were added as cosponsors of S. Res. 132, a resolution recognizing and honoring the zoos and aquariums of the United States.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. UDALL of New Mexico (for himself and Mrs. GILLIBRAND):

S. 1519. A bill to strengthen Indian education, and for other purposes; to the Committee on Indian Affairs.

Mr. UDALL of New Mexico. Mr. President, I rise today to discuss the issue of tribal education; an issue of great importance to Indian Country, but one that does not receive the attention it should from the rest of the nation.

Native students' academic outcomes show the worst achievement gaps in the country. Graduation rates for American Indians and Alaska Natives are lower than the graduation rates for all other racial and ethnic groups. American Indian and Alaska Native students have a lower average score in reading than other students. Sadly there's been little improvement to these statistics over the past 80 years.

I hear often from many of the tribal school districts in my State, and the issues they face in providing quality education to their students are numerous. Aging infrastructure badly in need of renovation. Difficulties in recruiting trained, Native teachers and administrators. Chronic underfunding and late payments of Impact Aid. The failure of No Child Left Behind requirements to address tribal needs and learning styles especially related to language and culture. All are impediments to the goal of improving educational outcomes of Native American youth.

To try and help address these issues, I rise today to introduce the Building upon the Unique Indian Learned and Development, or BUILD, Act. This legislation is an important step towards improving the conditions and teaching for Native American students.

In general, our Nation's schools are aging and in a state of disrepair. But this is especially true of BIE schools, where over half of the almost 4,500 education buildings are over 30 years old, and more than 20 percent are more than 50 years old. It is reprehensible that any child is being subjected to learning conditions that are literally a danger to them. Although education construction has improved dramatically over the last few years, the deferred maintenance backlog is still estimated to be over \$500 million and increasing annually. How can we expect our students to succeed academically when we fail to provide them with a proper environment to achieve success?

That is why the BUILD Act includes a School Facility Innovation Contest, which would allow students and faculty who learn and work in these old school buildings, as well as engineering and architecture students and faculty nationwide to propose creative ways to improve tribal school facilities through a national competition. It is time for bold, new ideas to renovate or replace these old facilities, and there's no one better to contribute than those who use the buildings most often, and some of the brightest architectural and engineering minds in the country.

In addition to infrastructure needs, a major concern is the achievement gap of Native American students. So many of them are not reaching their academic potential. These students need to be inspired and shown the possibilities in their future. One way to do so is to expose them to successful members of their own communities and cultural backgrounds. These kids must have role models, mentors, and teachers, from their community and culture. Unfortunately, today, while American Indians are 11 percent of the student population, less than 3 percent of their teachers, counselors or principals are also Native American.

New Mexico has already developed some programs to increase the pipeline for Native American teachers and leaders, both in its tribal colleges and non-tribal colleges. These local programs are models for what can be expanded in New Mexico and nationwide. We need many more programs growing local leaders to meet the needs of the tribal schools.

For example, Southwestern Indian Polytechnic Institute offers an Early Childhood Associate Degree program, which works closely with the surrounding tribal communities to meet the Office of Head Start standards for certified Early Childhood educators in their classrooms.

New Mexico State University offers an American Indian Education Doctoral Program in its College of Education, where the majority of students stay to work in NM.

The University of New Mexico offers an Institute for American Indian Education to encourage upper-level Native American undergraduates to consider teaching, and helps paraprofessionals from tribal communities receive their teaching certification. In addition, it offers Native Language teachers professional development and training for language revitalization and immersion style teaching.

At the Zuni Pueblo's "Grow your Own" program, started in 1980, tribal members attend Saturday school to produce Zuni-certified teachers, meeting the state's alternative certification.

Research tells us that with incentives, we can increase the number of effective Native teachers and leaders in public and tribal schools. And all of these programs are a great example of it.

But more must be done, which is why the BUILD Act seeks to provide these incentives and expand the pipeline for Native American students to become teachers, principals and administrators. Strong classroom teachers and school leadership must be developed, not left to chance.

In addition to Native American students learning from Native American teachers and mentors, learning in their own language and culture has been shown to improve academic outcomes. Schools can succeed when they promote and maintain an overall educational climate that values and respects Native language and culture, and make the curriculum relevant to Native students' lives. Native American children who are proficient in their native language have higher proficiency in English and lower dropout rates.

My bill would strengthen language and culturally based education by allowing tribal leaders and elders to teach Native language in schools. School districts in New Mexico are piloting programs like these.

For example, the Mescalero Apache Schools developed a Native Language K-12 Curriculum aligned to New Mexico State Standards where tribal members are teaching in the school system.

The Central Consolidated School District is the first public school in the State to implement a language Immersion Program/Model in Navajo language.

The Pueblo of Jemez has created an Education Collaborative by coordinating effort between Tribal, Public, Charter and Bureau school educators and administrators to align curriculum and transitions from one school to the next, while supporting and honoring the Jemez language, culture and traditions.

Also related to this, the BUILD Act reauthorizes the Esther Martinez Act for native language immersion programs, and allows standards, assessments, and teaching strategies to accommodate diverse culture and language learning needs.

Last but not least, the BUILD Act calls for both full and forward funding of Impact Aid. Forward funding so that tribal school administrators will know before the school year begins what resources they have for salaries, for maintenance and utilities, and for supplies. Full funding so that school districts receive the funds they need to provide a quality education to all children.

For many of these local school districts responsible for educating children connected to federal land, Impact Aid represents the basic funding that supports their schools. Yet, Impact Aid appropriations have not matched the loss in property taxes that these communities would otherwise have been able to use to support their local schools. Impact Aid construction and facilities funds have been redirected to basic support, resulting in school build-

ings deteriorating and in such poor condition that no parent could expect their child to learn in them. Years of not fully funding Impact Aid has resulted in Indian Treaty Land school districts with insufficient resources to meet Average Yearly Progress under No Child Left Behind, including the difficulties to retain highly qualified teachers and purchase adequate computer equipment to educate its children, and an inability to renovate existing facilities and maintain adequate transportation fleets.

In developing the BUILD Act, I worked closely with many tribes, Indian Educators, and Indian institutes of higher education and am happy to have the support from many of them. Southwestern Indian Polytechnic Institute, Institute of American Indian Arts, Navajo Technical College, the NM Indian Education Advisory Council, the National Indian Education Association, American Indian Higher Education Consortium, and National Association of Federally Impacted Schools have all endorsed the BUILD Act. I would like to thank them for their support and collaboration.

I would also like to thank Senator AKAKA, my chairman on the Indian Affairs Committee, with whom I worked to include many of these provisions in the Native CLASS Act, which he introduced this past June. The Native CLASS Act is important legislation that will improve the Elementary and Secondary Education Act by including provisions to strengthen tribal control of education for Native American students through relationships between tribes and local education agencies and greater parental involvement with school districts; by providing alternatives to detention programs for at-risk Indian children; and by providing for alternative licensure and other incentives to increase the number of skilled native language teachers.

I look forward to working with Senator AKAKA and the rest of my colleagues to ensure that the provisions and ideas in the BUILD Act and Native CLASS Act are reflected in any ESEA Reauthorization legislation. Native American children are the future of their communities and our nation. They deserve equal access to resources, teachers, and safe schools. Unfortunately, to date, they have not been getting this. It is long past time for us to do something about it.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 258—SUPPORTING THE DESIGNATION OF NATIONAL ADULT EDUCATION AND FAMILY LITERACY WEEK

Mrs. MURRAY (for herself, Mr. ALEXANDER, Mr. ENZI, Mr. WHITEHOUSE, Mr. WEBB, Mr. BEGICH, Mr. JOHNSON of South Dakota, Ms. STABENOW, Mr. CARDIN, Mr. CASEY, Ms. MURKOWSKI, and Ms. MIKULSKI) submitted the fol-

lowing resolution; which was considered and agreed to:

S. RES. 258

Whereas the National Assessment of Adult Literacy reports that approximately 90,000,000 adults in the United States lack the literacy, numeracy, or English language skills necessary to succeed at home, in the workplace, and in society;

Whereas the literacy of the people of the United States is essential for the social and economic well-being of the United States, and literacy allows individuals to benefit from full participation in society;

Whereas the United States reaps the economic benefits from the efforts of individuals to raise their literacy, numeracy, and English language skills;

Whereas literacy and educational skills are a prerequisite to individuals reaping the full benefit of opportunities in the United States;

Whereas the economy and the position of the United States in the world marketplace depend on having a literate, skilled population;

Whereas the unemployment rate in the United States is highest among individuals without a high school diploma or an equivalent credential, indicating that education is key to economic recovery;

Whereas parents who are educated and read to their children directly impact the educational success of their children;

Whereas parental involvement is a key predictor of a child's success, and the level of parental involvement increases as the education level of the parent increases;

Whereas parents in family literacy programs become more involved in their children's education and gain the tools necessary to obtain a job or find better employment;

Whereas, as a result of family literacy programs, children's lives become more stable, and success in the classroom, and in all future endeavors, becomes more likely;

Whereas adults need to be part of a long-term solution to the education challenges of the United States;

Whereas many older people in the United States lack the reading, math, or English language skills necessary to read a prescription and follow medical instructions, endangering their lives and the lives of their loved ones;

Whereas many individuals who are unemployed, underemployed, or receive public assistance lack the literacy skills to obtain and keep a job to sustain their family, continue their education, or participate in job training programs;

Whereas many high school dropouts do not have the literacy skills to complete their education, transition to postsecondary education or career and technical training, or become employed;

Whereas a large percentage of individuals in prison have low educational skills, and prisoners without educational skills are more likely to return to prison once released;

Whereas many immigrants to the United States do not have the literacy skills necessary to succeed in the United States;

Whereas National Adult Education and Family Literacy week highlights the need to ensure that each and every citizen has the necessary literacy and educational skills to succeed at home, at work, and in society; and

Whereas the week beginning September 12, 2011, would be an appropriate week to designate as National Adult Education and Family Literacy Week: Now, therefore, be it Resolved, That the Senate—

(1) supports the designation of National Adult Education and Family Literacy Week,