

hard they worked to achieve this ranking.

Under the direction of their dedicated and talented teacher, Mr. Matt Sanzone, the class spent the school year studying the history and principles of American democracy in preparation for the competition. Each student developed a broad understanding of the Constitution. The class also divided into smaller units to analyze in depth specific constitutional concepts.

The Marshwood team met its first challenge in March when it won the State-level competition and earned the right to represent Maine in the National Finals. Through simulated Congressional hearings, they demonstrated their knowledge of the Constitution before a panel of Maine Supreme Judicial Court justices, constitutional scholars, lawyers, and public officials.

The team's keen interest in our democracy serves as an example to other students in Maine and around the country. I know that these students will use the lessons they have learned in the classroom and in competition to guide them throughout their lives, to inspire others, and to be grateful for the rights and freedoms we enjoy as Americans. I congratulate these talented students from Maine on their extraordinary achievement.

TRIBUTE TO EDWARD BLAU

Mrs. MURRAY. Madam President, I rise along with my colleague, the ranking member of the Budget Committee, Senator SESSIONS, to pay tribute to Edward Blau, who is retiring at the end of this month after more than 32 years of distinguished service to the Congress at the Congressional Budget Office.

Since joining CBO's Scorekeeping Unit in 1982, Mr. Blau has worked side by side with the Budget Committee, helping us keep track of the status of legislation and committee allocations. As an all around expert on budget process and the Congress, Mr. Blau has been invaluable in helping the Budget Committee execute our responsibilities to the Senate.

Mr. Blau is well-regarded by both Democrats and Republicans for his tireless and diligent work—as well as his patient and easygoing manner. His attention to detail includes reviewing each and every Congressional Record to ensure that the database he maintains to help us with managing the Senate budget process is up-to-date at all times. It is an incredibly important task and one that we are grateful to Mr. Blau for his help in overseeing the past three decades.

In short, Mr. Blau exemplifies CBO's high standard of professionalism, objectivity, and nonpartisanship. In fact, he twice has received the CBO Director's Award, the agency's highest recognition for outstanding performance.

As chairman, I greatly appreciate the sacrifice that Mr. Blau has made in assisting the Budget Committee and the Congress. I wish him well in his future

endeavors, including, as I understand it, a plan to spend more time following in person his beloved Nationals—the other Washington baseball team.

I would like to now turn to my colleague, Senator SESSIONS, for his remarks.

Mr. SESSIONS. I thank Chairman MURRAY and join her in commending Mr. Blau for his many years of dedicated and outstanding service to CBO, the Congress, and the American people. We wish him all the best in his well-deserved retirement.

We hope our colleagues will join us in thanking Mr. Blau—and really all of the hardworking employees at the Congressional Budget Office—for his and their service.

BROWN V. BOARD OF EDUCATION ANNIVERSARY

Mrs. MURRAY. Madam President, on May 17, 1954, U.S. Supreme Court Chief Justice Earl Warren delivered the unanimous ruling in the landmark civil rights case *Brown v. Board of Education of Topeka, Kansas*. The Court declared segregation of public schools unconstitutional under the equal protection guaranteed by the 14th amendment. In delivering the opinion, Chief Justice Warren stated that “in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.” May 17, 2014, marks the 60th anniversary of the Supreme Court's landmark decision. This historic ruling began our great Nation down a path toward providing all children with equal access to education.

Education is a basic human right, and all students deserve equal access to education. I would like to acknowledge the courageous students who attended desegregated schools during the years following the ruling on *Brown v. Board of Education of Topeka, Kansas*. African-American students in the South endured verbal and physical abuse just for attending school. Their actions to attend desegregated schools not only demonstrate their remarkable bravery but also the importance of education.

Equal protection under the law is a fundamental right in our country. No one should suffer discrimination because of their race, religion, national origin, age, sex, disability, sexual orientation, or gender identity. Whether applying for a job, finding a home, eating in a restaurant, or attending school, we must ensure all citizens are treated fairly and equally. To me, the fight for equality is a fight for what it means to be American. That is why the 60th anniversary of the *Brown v. Board of Education of Topeka, Kansas*, decision is so important. May 17, 1954, was a momentous day for the civil rights movement and moved America a step closer toward justice and equality for all.

Sixty years later, thanks to the Supreme Court's decision, students from all walks of life are guaranteed equal

access to public schools. Yet there is still more work to be done. Although 60 years have passed since the Court declared separate is never equal, many schools across our country remain divided by race and socioeconomic status. A child's access to a world-class education should not be determined by their ZIP code or parents' income. So, as our country reflects on the historic importance of the decision in *Brown v. Board of Education of Topeka, Kansas*, we must also look to the future, to continue the fight to ensure all children, regardless of race, have equal access to high quality education.

STRONG START FOR AMERICA'S CHILDREN ACT

Mr. ALEXANDER. Madam President, the question is not whether but how best to make early childhood education available to the largest number of children.

The approach that I am offering is quite different than the Democratic proposal.

Last year this time around, the Senate HELP Committee held a markup on another bill which was the Senate Democrats' proposal to reauthorize No Child Left Behind.

I said then that over the last decade, the combination of No Child Left Behind, Race to the Top, and the Obama administration's use of waivers has created a congestion of Federal mandates and rules that amount, in effect, to a national school board for elementary and secondary education.

The proposal that the HELP committee approved last year on a partisan vote would have “doubled down” on those mandates by setting performance standards, giving the Secretary of Education the authority to tell 100,000 public schools what their standards and tests should look like, how to measure their students' progress, and how to evaluate their teachers. And I said, then too, that if we wanted anyone to serve as chairman of the national school board, Arne Duncan would be a terrific one but Congress has said repeatedly that we don't want a national school board.

Unfortunately, the bill that Senate Democrats are proposing today has a familiar ring to it. It would, in effect, create a national school board for 3- and 4-year-olds.

It would spend \$27 billion in new funding over 5 years with Washington making the decisions about how States should run their preschool programs.

For example, it includes a lot of requirements for States that I don't think the Federal Government has ever even attempted with elementary and secondary education, such as: determining teacher salaries—that all preschool teachers be paid at a rate that is comparable to K-12 school teachers; class sizes, student-teacher ratios—class sizes can't be larger than 20 children, the ratio of students to teachers may be no higher than 10 to 1; length of

the school day—a minimum of 5 hours or as long as a typical day in the K–12 system.

Never before, not even in No Child Left Behind, has the Federal Government told school districts in Maryville or Murfreesboro or Memphis how to run their schools in such detail.

The bill also includes requirements that sound a lot like what hasn't worked so well under No Child Left Behind, Race to the Top, and waivers, such as: that States must ensure that preschool teachers have a bachelor's degree in early childhood education—sounds a lot like the Highly Qualified Teacher provision; that States must establish early learning and development standards and age appropriate standardized tests aligned to the State's academic standards under No Child Left Behind, which for more than 40 States now means Common Core.

Furthermore, that these standards, curriculum, and tests must be: developmentally appropriate; culturally and linguistically appropriate; address all domains of school readiness, including physical well-being, et cetera.

Then there are an assortment of vague requirements on States, which will depend on the Department of Education issuing hundreds of pages of regulations and guidance of histories to define and implement, such things as: vision, dental, and health services; mandatory family engagement such as parent conferences; nutritious meals and snack options—what they consist of; physical activity programs that are evidence-based according to guidelines; evidence-based health and safety standards; regular classroom observations and coaching for teachers.

Finally, the bill also includes new maintenance of effort standards. We know what happened with those in Medicaid, during the last 5 or 6 years.

As State economies tumbled, States were forced to continue to spend more on Medicaid by maintenance of effort requirements. And that resulted in less money for higher education and driving up tuition rates.

Washington would pay 90 percent of the program's cost for the first year for the Democratic proposal, but the required share of State spending will increase each year, eventually half the bill to Governors after 8 years. And that also has a familiar ring.

Sounds a lot like Medicaid, where the State average is about 43 percent and most of the rules are Federal, even though the States pay nearly half.

What has happened with that model? Well, when I was Governor in the 1980s in Tennessee, Medicaid was 8 percent of the State budget. Today it's 30 percent of the State budget.

Americans don't want a national school board. We'd like to move in a different direction. I'd like to take, as an example of why we should, the testimony of a witness at a HELP Committee hearing on this issue.

Superintendent John White of Louisiana testified that the "greatest bar-

rier to achieving these conditions that we want in early childhood education—no less than financial resources themselves—is the fragmentation of our country's early childhood education system."

He went on to say: "You can't claim to be providing full access and full choice when you have separate centers, separate funding streams, separate sets of regulations that literally require no coordination in the offering of seats, even within the same neighborhood."

That's the situation in Louisiana, and the Government Accountability Office says it's true around the country.

Forty-five different programs support early education and child care. Thirty-three of those permit the use of funds to provide support or related services to children from birth through 5. Twelve programs have the explicit purpose to provide childhood and preschool or child care services.

Then there are 5 tax provisions that subsidize private expenditures in the area of early childhood and preschool programs.

This year, Congress appropriated roughly \$15 billion for the 12 programs explicitly focused on early childhood, Head Start, Race to the Top, Individuals with Disabilities Education Act, and the Child Care and Development Block Grant.

And then there's another \$3 billion in tax credits.

An earlier witness before our committee estimated that when you add up the 33 programs, the total Federal spending in this area is now about \$22 billion.

So, we believe a better way to give all children the best early learning experience is to provide States with the flexibility to use some or all of the more than \$22 billion in Federal money that we already spend and allow States to use it in the way that best suits their needs.

Under my proposal, Superintendent White would be able to take Louisiana's share of the \$22 billion that the Federal Government spends on early childhood and preschool programs—about \$300 million—and do just that. In Tennessee, we'd have about \$440 million a year.

If we were given this kind of flexibility, we could increase the vouchers for child care from 39,000 to 139,000; or the State-funded voluntary preschool program, from 18,000 4-year-olds to 109,000. Or we could expand Head Start, from 17,000 children to 56,000 or some combination of that. We could create Centers of Excellence and otherwise leave to Tennessee to figure out what works best for Tennesseans.

So, the question is not whether, but how best to make early childhood education available to the largest possible number of children. The answer to that question is to not create a national school board for 3- and 4-year-olds to go along with the one we've effectively established for K–12 education.

That is why I opposed the Democratic proposal and instead offered a proposal to enable States to take responsibility for developing the early learning systems that best meet their needs and to use up to \$22 billion of existing federal dollars to help fund that.

BELARUS

Mr. MENENDEZ. Madam President, the 2014 Ice Hockey World Championship began on May 9 in Minsk, Belarus, one of the last vestiges of authoritarianism in Europe. By hosting a global sports competition that promotes integrity and observes uniform regulations, Belarus should take this opportunity to show the international community that it will follow suit and support the fundamental rights and freedoms of its citizens.

This year also marks the 20th year of President Lukashenka's iron-fisted Presidency whose elections have been marred by the detention of political opponents and civil society actors, as well as the lack of an open and free press. During his rule, he has eliminated all political opposition, eroded the rule of law, and curtailed the freedoms of expression, assembly, and association.

President Lukashenka, the international community calls on you to support the right of every Belarusian citizen to be free. We call on you to take decisive steps towards making Belarus an open and democratic country where the rules of politics, as well as those of sports, are governed by free and fair standards.

NATIONAL TOURETTE SYNDROME AWARENESS MONTH

Mr. MENENDEZ. Madam President, I wish to recognize National Tourette Syndrome Awareness Month, which runs from May 15, 2014, through June 15, 2014. This annual observance is an opportunity for us to help the many Americans affected by Tourette syndrome by raising awareness and encouraging expanded investments in research.

Tourette syndrome, or TS, is a neurological disorder that typically develops during childhood. TS is characterized by repetitive, stereotyped, involuntary movements and vocalizations called tics, which can range from mild to severe and disabling. The National Institutes of Health, NIH, estimates that 200,000 Americans have the most severe form of TS and as many as 1 in 100 Americans exhibit milder symptoms such as chronic motor or vocal tics. Additionally, people with TS often have other co-occurring mental or behavior health conditions. A child diagnosed with TS has a 79-percent chance of being diagnosed with another condition such as attention deficit hyperactivity disorder, ADHD, Obsessive Compulsive Disorder, OCD, anxiety or depression.