

keep the girls at home to help with household chores like collecting wood and tending to younger siblings. In Rwanda, 97 percent of girls attend primary school, but less than 13 percent attend secondary school, meaning that only a small fraction of Rwanda's young women will have the opportunity to go to university.

Rwanda Girls Initiative, RGI was founded in 2008 in Seattle, WA, with the mission of educating and empowering girls of Rwanda to reach their highest potential. RGI believes that education is the foundation on which all other development is built, and educating girls can exponentially increase this impact. With this belief and with a strong partnership with the Government of Rwanda, RGI started the Gashora Girls Academy of Science and Technology in 2011. Gashora Girls Academy is an upper-secondary university prep boarding school for 270 girls in grades 10–12 located in the Gashora sector of Bugesera District, a poor, agricultural area located an hour to the south of Kigali, the capital of Rwanda. This area was particularly devastated during the country's genocide in 1994. Gashora Girls Academy offers a curriculum that focuses on STEM subjects—science, technology, engineering, and math—with an underlying belief in the importance of educating and nurturing the “whole girl.” Beyond the STEM coursework, students focus on developing life skills, leadership, critical thinking, and problem-solving abilities. Crucially, they get an education in a safe environment, free from the violence that is all too common for many young women in Rwanda and around the world.

In October 2013, Gashora Girls Academy graduated their first class of seniors. Of 85 graduates, 25 are admitted to schools in the United States, including Harvard, Yale, Smith, the University of Pennsylvania, and Seattle University. Two more girls are going to McGill University in Canada. These 27 girls coming to North America will be receiving approximately \$4.8 million in financial aid in order to attend world-class institutions. Other graduating students are attending schools in Costa Rica, China, South Africa, Ghana, and right at home in Rwanda. These girls will become national leaders, doctors, scientists, teachers, and more, each contributing to the success of their country.

Enatha Ntirandekura is a recent graduate from Gashora Girls Academy. Both of her parents are subsistence farmers and the very little income they make is from a small plot of land. Though Enatha was always a strong student, some in her village discouraged her parents from allowing her to continue her studies. They said that a girl shouldn't be educated. At one point, someone in the village burned her family's coffee trees, their sole source of income. But her parents continued to send her to school, and she had the top score in her district on the

national exam after middle school. She was offered a scholarship by the Rwanda Girls Initiative to attend Gashora Girls Academy. Enatha is a tenacious student and scored perfectly on the national exam she took after graduating this past year. Because of her success, she has been selected as a Presidential Scholar and will receive a full scholarship to an American university this fall. She hopes to study agriculture and then go back to Rwanda to work on the problem of malnutrition and food scarcity to help her community.

As we can see from Enatha, educating a woman is a tremendous investment. When Enatha returns home with her degree in agricultural science, that one scholarship to Gashora Girls Academy will empower her to help many more people in Rwanda. And Enatha's story is not unique; in fact, it is the norm. One extra year of secondary school increases a girl's future wages by 15 to 25 percent. When a woman in the developing world receives 7 or more years of education, she marries later and has fewer children. When women and girls earn income, they reinvest 90 percent of it into their families, creating a ripple effect for coming generations. Helping Enatha and the young women like her become doctors, teachers, and leaders will transform not only individuals, but entire communities.

Educating girls and young women is the surest way to empower them. Education empowers them to teach, to lead, and to stand up against violence. I am honored to stand with my female colleagues to draw attention to this important issue. A great education transforms lives and can lift up entire communities and countries. I look forward to working with my colleagues to empower women and girls around the world.

TRAUMATIC BRAIN INJURY REAUTHORIZATION ACT OF 2014

Mr. HATCH. Mr. President, I have introduced legislation to reauthorize the Traumatic Brain Injury Act. It is my pleasure to be joined in this effort by my colleague and fellow member of the Senate Health, Education, Labor and Pension Committee, Senator BOB CASEY, Jr.

Brain injuries are among the most frequent reasons for visits to physicians and emergency rooms, and contribute to about thirty percent of all injury deaths. A critical health issue for military personnel, TBI has also become a signature wound of war. According to a Defense and Veterans Brain Injury Center, DVVIC, analysis of surveillance data released by the Department of Defense, DoD, 33,149 U.S. military personnel were diagnosed with a TBI in 2011 alone.

People who survive a TBI can face observable effects lasting just a few days, or serious lifelong disability. A survivor of a severe brain injury typically faces five to 10 years of intensive

services and estimated lifetime costs in the millions. TBI affects not only the person living with TBI, but also the family and community of which the individual is a part. Families are the primary caregivers for a person with brain injury.

The Traumatic Brain Injury Act is the only Federal legislation that specifically addresses issues faced by the millions of American children and adults who live with a long-term disability as a result of TBI. I first introduced the TBI Act with the late Senator Ted Kennedy nearly 20 years ago. The TBI Act of 1996 launched an effort to conduct expanded studies and to establish innovative programs for TBI.

Three agencies within the Department of Health and Human Services, HHS, administer the TBI program: the Centers for Disease Control and Prevention, CDC, carries out projects relate to prevention, surveillance, and education about TBI; the National Institutes of Health, NIH, funds basic and applied research; and the Health Resources and Services Administration, HRSA, assists states in improving access to health and other services, including protection and advocacy services. The TBI Reauthorization Act of 2014 will continue these vital supports for an extremely vulnerable population. This bill also continues to encourage interagency coordination and requires HHS to develop a coordination plan for all Federal activities with respect to TBI.

According to the CDC, in 2009, nearly a quarter of a million children age 19 or younger were treated in emergency departments for sports and recreation-related injuries that included a diagnosis of concussion or TBI. This legislation also requires the review of scientific evidence regarding brain injury management in children and adolescents, including current and promising additional research.

The TBI program offers balanced and coordinated public policy in brain injury prevention, research, education, and community-based services and supports for individuals living with traumatic brain injury and their families and I ask my colleagues' support for the Traumatic Brain Injury Act of 2014.

ADDITIONAL STATEMENTS

TRIBUTE TO KATHERINE McLAUGHLIN

● Mrs. SHAHEEN. Mr. President, I wish to recognize Katherine “Kay” McLaughlin.

Kay was born in South Boston, MA, on July 11, 1921. She is the middle child of the five children of Francis Pucci and Mary O'Donnell.

Kay grew up a short walk from Boston Harbor near Castle Island, a Revolutionary War-era fort that still stands today, and spent many days walking from her home to Castle Island and back, a lifelong habit that has contributed greatly to her long life. She graduated from Boston Girls High School