

THE VERY BAD DEBT BOXSCORE

Mr. HELMS. Mr. President, too many Americans have not the foggiest notion about the enormity of the Federal debt. Every so often, I ask various groups, how many millions of dollars are there in a trillion? They think about it, voice some estimates, most of them not even close.

They are stunned when they learn the facts, such as the case today. To be exact, as of 10:08 a.m. today, September 5, 1997, the total Federal debt—down to the penny—stood at \$5,414,792,993,913.96.

Another astonishing statistic is that on a per capita basis, every man, woman, and child in America owes \$20,203.80.

As for how many millions of dollars there are in a trillion, there are a million in a trillion, which means that the Federal Government owes more than five million million dollars.

MESSAGES FROM THE HOUSE

At 12:01 p.m., a message from the House of Representatives, delivered by Mr. Hays, one of its reading clerks, announced that the House has passed the following bills, in which it requests the concurrence of Senate:

H.R. 2159. An act making appropriations for foreign operations, export financing, and related programs for the fiscal year ending September 30, 1998, and for other purposes.

PETITIONS AND MEMORIALS

The following petitions and memorials were laid before the Senate and were referred or ordered to lie on the table as indicated:

POM-218. A resolution adopted by the Advisory Board of Directors of the Methodist Medical Center of Oak Ridge, Tennessee relative to proposed National Spallation Neutron Source; to the Committee on Commerce, Science, and Transportation.

POM-219. A resolution adopted by the Midwestern Legislative Conference of the Council of State Governments relative to global climate change; to the Committee on Energy and Natural Resources.

POM-220. A resolution adopted by governing body of the Township of Little Egg Harbor, New Jersey relative to the Mud Dump site; to the Committee on Environment and Public Works.

POM-221. A resolution adopted by governing body of the City of Brigantine, New Jersey relative to the Mud Dump site; to the Committee on Environment and Public Works.

POM-222. A resolution adopted by the Midwestern Legislative Conference of the Council of State Governments relative to monopolization of agriculture production; to the Committee on the Judiciary.

POM-223. A joint resolution adopted by the Legislature of the State of Nevada; to the Committee on Labor and Human Resources.

ASSEMBLY JOINT RESOLUTION NO. 12

Whereas, within the State of Nevada, the sport of rodeo has great historical, cultural and social significance, and is an important attraction for domestic and foreign tourism; and

Whereas, professional rodeos generate substantial economic activity and are significant sources of income, employment, recreation and enjoyment for Nevadans; and

Whereas, the sponsors associated with rodeos of the Professional Rodeo Cowboys Association assist in sustaining rodeos, making this sport affordable and accessible to millions of rodeo fans; and

Whereas, despite the importance of such events to the economy of Nevada and to the economies of other western states, federal agencies have proposed restrictions upon the activities of sponsors, programs and advertising connected with rodeo events; and

Whereas, such restrictions, if adopted, would jeopardize the financial viability of rodeos, causing considerable loss to tourism and related industries and interfering with the enjoyment of rodeo events by the millions of Americans who attend rodeos annually; and

Whereas, these restrictions would impose unconstitutional limitations on both commercial speech and the freedom of association of the membership of the Professional Rodeo Cowboys Association; and

Whereas, during their 104th session of Congress, Senators Richard Bryan and Harry Reid jointly introduced the "Rodeo Freedom Act of 1995," which, if enacted, would have prohibited the regulation by the Secretary of Health and Human Services and the Commissioner of Food and Drugs of any activity of sponsors or sponsorship programs connected with, or any advertising used or purchased by, the Professional Rodeo Cowboys Association or any other professional rodeo association; now, therefore, be it

Resolved by the Assembly and the Senate of the State of Nevada, Jointly, That the Nevada Legislature supports the efforts of Senators Richard Bryan and Harry Reid in this regard and urges the Nevada Congressional Delegation to continue to bring this issue before Congress; and be it further

Resolved, That the members of the 69th Session of the Nevada Legislature do hereby urge Congress to enact legislation patterned after the "Rodeo Freedom Act of 1995"; and be it further

Resolved, That the Chief Clerk of the Assembly prepare and transmit a copy of this resolution to the Vice President of the United States as the presiding officer of the Senate, the Speaker of the House of Representatives and each member of the Nevada Congressional Delegation; and be it further

Resolved, That this resolution becomes effective upon passage and approval.

REPORTS OF COMMITTEES

The following reports of committees were submitted:

By Mr. LUGAR, from the Committee on Agriculture, Nutrition, and Forestry, without amendment:

S. 1150. An original bill to ensure that federally funded agricultural research, extension, and education address high-priority concerns with national multistate significance, to reform, extend, and eliminate certain agricultural research programs, and for other purposes (Rept. No. 105-73).

INTRODUCTION OF BILLS AND JOINT RESOLUTIONS

The following bills and joint resolutions were introduced, read the first and second time by unanimous consent, and referred as indicated:

By Mr. LUGAR:

S. 1150. An original bill to ensure that federally funded agricultural research, extension, and education address high-priority concerns with national multistate significance, to reform, extend, and eliminate cer-

tain agricultural research programs, and for other purposes; from the Committee on Agriculture, Nutrition, and Forestry; placed on the calendar.

By Mr. DODD (for himself, Ms. SNOWE, and Mr. KENNEDY):

S. 1151. A bill to amend subpart 8 of part A of title IV of the Higher Education Act of 1965 to support the participation of low-income parents in postsecondary education through the provision of campus-based child care; to the Committee on Labor and Human Resources.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. DODD (for himself, Ms. SNOWE, and Mr. KENNEDY):

S. 1151. A bill to amend subpart 8 of part A of title IV of the Higher Education Act of 1965 to support the participation of low-income parents in postsecondary education through the provision of campus-based child care; to the Committee on Labor and Human Resources.

THE CHILD CARE ACCESS MEANS PARENTS IN SCHOOL ACT

Mr. DODD. Mr. President, I am pleased to rise today to introduce legislation to provide new support to needy college students struggling to balance their efforts in college with their role as parents. The CAMPUS—Child Care Access Means Parents in School Act will support the participation of low-income parents in college by supporting campus-based child care. I am pleased to be joined in this effort by Senator SNOWE and Senator KENNEDY.

The stereotypical college student is no longer an 18-year-old high school graduate. Increasingly, nontraditional students—older, with children and various job and life experiences—are filling the ranks of college classes. These students recognize the importance of college to future success.

But these students face new barriers unheard of in earlier times. Many are parents and must provide for their children while in school. Campus-based child care is a vital necessity for parents attending college. It is conveniently located, available during the right hours, and of high quality and lower cost. Unfortunately, it is unavailable at many schools. Even where programs exist, they are often difficult to access, particularly for low-income parents who struggle with the costs.

In the wake of welfare reform, new pressures are also coming to bear on low-income student parents. With the work requirements of the welfare reform bill, it will become increasingly difficult for students who are low-income parents to obtain Federal child care funds. States are likely to shift these funds to support welfare recipients returning to work, rather than to support low-income parents pursuing higher education. This outcome is particularly perverse given the impact of obtaining a college education on family earnings over time. Studies are clear: public assistance recipients who attend college are significantly more likely to leave welfare permanently.

This bill will offer new hope to these students. It will provide support to campus-based child care programs serving low-income parents. Colleges can apply for these 3-year grants to assist the institution in supporting or establishing a campus-based child care program serving the needs of their low-income students. Funds will be targeted to institutions serving low-income students and programs focused on meeting these needs.

Mr. President, this is a modest measure that will make a major difference to students. I am hopeful that it can be considered and enacted as part of the Higher Education Act which we will consider later this year. I look forward to working with my colleagues to move this important measure forward.

Mr. President, I ask unanimous consent that the text of the bill be printed in the RECORD.

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

S. 1151

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

SECTION 1. CAMPUS-BASED CHILD CARE.

Subpart 8 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070f) is amended by adding at the end the following: **"SEC. 420C. CAMPUS-BASED CHILD CARE.**

"(a) **SHORT TITLE.**—This section may be cited as the 'Child Care Access Means Parents in School Act'.

"(b) **FINDINGS.**—Congress finds that—

"(1) earning potential increases significantly when individuals attend college for any period of time;

"(2) public assistance recipients who complete college are more likely to leave public assistance permanently;

"(3) students who are parents and receive campus-based child care are more likely to remain in school, and to graduate more rapidly and at a higher rate than students who are parents and do not receive campus-based child care;

"(4) students who are parents rate access to campus-based child care programs as an important factor affecting their college enrollment;

"(5) children placed in high quality child care programs exhibit significant positive results from the experience, including—

"(A) higher earnings as adults;

"(B) higher rates of secondary school graduation;

"(C) lower rates of retention in grade level;

"(D) lower rates of teenage pregnancy; and

"(E) reduced need for special education or social services;

"(6) the public saves \$7 for every \$1 invested in quality child care; and

"(7) campus-based child care programs may have an increasingly difficult time accessing Federal child care funds under the structure of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Public Law 104-193; 110 Stat. 2105).

"(c) **PURPOSE.**—The purpose of this section is to support the participation of low-income parents in postsecondary education through the provision of campus-based child care services.

"(d) **PROGRAM AUTHORIZED.**—

"(1) **AUTHORITY.**—The Secretary may award grants to institutions of higher education to assist the institutions in providing campus-based child care services to low-income students.

"(2) **AMOUNT OF GRANTS.**—

"(A) **IN GENERAL.**—The amount of a grant awarded to an institution of higher education under this section for a fiscal year shall not exceed 1 percent of the total amount of all Federal Pell Grant funds awarded to students enrolled at the institution of higher education for the preceding fiscal year.

"(B) **MINIMUM.**—A grant under this section shall be awarded in an amount that is not less than \$10,000.

"(3) **DURATION; RENEWAL; AND PAYMENTS.**—

"(A) **DURATION.**—The Secretary shall award a grant under this section for a period of 3 years.

"(B) **RENEWAL.**—A grant under this section may be renewed for a period of 3 years.

"(C) **PAYMENTS.**—Subject to subsection (f)(2), the Secretary shall make annual grant payments under this section.

"(4) **ELIGIBLE INSTITUTIONS.**—An institution of higher education shall be eligible to receive a grant under this section for a fiscal year if the total amount of all Federal Pell Grant funds awarded to students enrolled at the institution of higher education for the preceding fiscal year equals or exceeds \$1,000,000.

"(5) **USE OF FUNDS.**—Grant funds under this section shall be used by an institution of higher education to support or establish a campus-based child care program serving the needs of low-income students enrolled at the institution of higher education.

"(6) **CONSTRUCTION.**—Nothing in this section shall be construed to prohibit an institution of higher education that receives grant funds under this section from serving the child care needs of the community served by the institution.

"(7) **DEFINITION OF LOW-INCOME STUDENT.**—For the purpose of this section, the term "low-income student" means a student who is eligible to receive a Federal Pell Grant for the fiscal year for which the determination is made.

"(e) **APPLICATIONS.**—An institution of higher education desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each application shall—

"(1) demonstrate that the institution is an eligible institution described in subsection (d)(4);

"(2) specify the amount of funds requested;

"(3) demonstrate the need of low-income students at the institution for campus-based child care services by including in the application student demographics and other relevant data;

"(4) contain a description of the activities to be assisted, including whether the grant funds will support an existing child care program or a new child care program;

"(5) identify the resources the institution will draw upon to support the child care program and the participation of low-income students in the program, such as accessing social services funding, using student activity fees to help pay the costs of child care, using resources obtained by meeting the needs of parents who are not low-income students, and accessing foundation, corporate or other institutional support, and demonstrate that the use of the resources will not result in increases in student tuition;

"(6) contain an assurance that the institution will meet the child care needs of low-income students through the provision of services, or through a contract for the provision of services;

"(7) in the case of an institution seeking assistance for a new child care program—

"(A) provide a timeline, covering the period from receipt of the grant through the provision of the child care services, delineat-

ing the specific steps the institution will take to achieve the goal of providing low-income students with child care services;

"(B) specify any measures the institution will take to assist low-income students with child care during the period before the institution provides child care services; and

"(C) include a plan for identifying resources needed for the child care services, including space in which to provide child care services, and technical assistance if necessary;

"(8) contain an assurance that any child care facility assisted under this section will meet the applicable State or local government licensing, certification, approval, or registration requirements; and

"(9) contain a plan for any child care facility assisted under this section to become accredited within 3 years of the date the institution first receives assistance under this section.

"(f) **REPORTING REQUIREMENTS; CONTINUING ELIGIBILITY.**—

"(1) **REPORTING REQUIREMENTS.**—

"(A) **REPORTS.**—Each institution of higher education receiving a grant under this section shall report to the Secretary 18 months and 36 months after receiving the first grant payment under this section.

"(B) **CONTENTS.**—The report shall include—

"(i) data on the population served under this section;

"(ii) information on campus and community resources and funding used to help low-income students access child care services;

"(iii) information on progress made toward accreditation of any child care facility; and

"(iv) information on the impact of the grant on the quality, availability, and affordability of campus-based child care services.

"(2) **CONTINUING ELIGIBILITY.**—The Secretary shall make the third annual grant payment under this section to an institution of higher education only if the Secretary determines, on the basis of the 18-month report submitted under paragraph (1), that the institution is making a good faith effort to ensure that low-income students at the institution have access to affordable, quality child care services.

"(g) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated \$60,000,000 for fiscal year 1998 and such sums as may be necessary for each of the 4 succeeding fiscal years to carry out this section."

Ms. SNOWE. Mr. President, I am extremely pleased to join my colleague from Connecticut, Senator DODD, to introduce the Child Care Access Means Parents in School Act [CAMPUS Act]. Senator DODD and I have worked together to ensure access to quality child care, and this bill represents the next step in our shared commitment to this important issue. I am also pleased Senator KENNEDY has joined us as a cosponsor of this legislation, which provides grants to colleges in order to provide child care for low-income students.

Mr. President, this is the time of year when countless American students return to college. At this time, we should remind ourselves that many Americans face obstacles that prevent them from participating in higher education. The absence of affordable and accessible child care is, unfortunately, one such obstacle.

For many parents with young children, the availability of oncampus

child care services is central to their ability to attend college. Campus-based child care is conveniently located, available at the hours that fit students' schedules and often available at a lower cost than community-based child care centers. Student parents rate access to campus-based child care as an important factor affecting their college enrollment. Unfortunately, such services are often in very short supply, particularly for low-income parents who may find the cost of existing services prohibitive.

Moreover, in order to meet the high demand for child care created by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, States may divert funds away from programs currently providing campus-based child care services for low-income students and use the funds to provide child care to welfare recipients, because educational activities do not count as work under the act. This may leave students with less access to child care services. If we want to fulfill the goals of the welfare reform act and ensure that families are able to remain financially self-sufficient, we need to ensure that low-income parents have access to higher education and affordable and convenient child care. This is crucial given that people who receive public assistance and then complete college are far more likely to leave welfare permanently than those who do not.

There is no question that a person's earning potential increases dramatically with a college degree. According to the Census Bureau, in 1990 the average income for high school graduates was almost \$18,000. Those who had 1 to 3 years of college education, however, earned an average of \$24,000. And those who graduated from college received an average salary of \$31,000.

Higher education is crucial to getting a job in today's global job market. More than half of the new jobs that have been and will be created between 1995 and 2000 will require education beyond high school. While nearly 40 percent of American jobs are currently in low-skill occupations, only 27 percent will fall in that category by the year 2000. Over the same period, high-skill occupations will grow from 24 to 41 percent of the work force. Getting the skills necessary to meet these market demands simply requires higher and higher levels of educational achievement.

For many low-income students who are parents, the availability of campus-based child care is key to their ability to receive a higher education and thus achieve the American dream. Student parents are more likely to remain in school, and to graduate sooner and at a higher rate if they have campus-based child care. Child care services are particularly critical for older students who choose to go back to school to get their degree or to improve their skills through advanced education. This is especially important in today's economy

where people need to continuously train and retrain in order to meet the demands of high-technology jobs.

Children placed in campus-based child care also reap numerous benefits, given its very high quality. In fact, children in high-quality child care exhibit higher earnings as adults, higher rates of secondary school graduation, lower rates of teen pregnancy, and a reduced need for special education or costly social services. We also know that quality child care is cost efficient—the public saves \$7 for every \$1 invested in child care.

The bill we are introducing today will help bring the American dream within the reach of numerous American parents who need child care in order to attend college. The CAMPUS Act will amend title IV of the Higher Education Act to help provide campus-based child care to low-income parents seeking a college degree. Under the bill, the Secretary of Education will award 3-year grants to institutions of higher education to support or help establish a campus-based child care program serving the needs of low-income student parents. The Secretary will award \$60 million in grants—equal to 1 percent of total Pell grant funding—based on an application submitted by the institution, and the grant amount will be linked to the institution's Pell grant funding level.

Under the bill, Pell grant recipients will be eligible for child care, to ensure that services target low-income students. In 1995-96, there were approximately 3.6 million Pell grant recipients, and almost 17,000 Maine residents received Pell grants. Students typically qualify for Pell grants if their income is under \$30,000 per year. This bill will make a true difference in the lives of many low-income students who need child care to attend school.

I urge my colleagues to support this important legislation which will truly make a difference in the lives of numerous American parents who wish to attend college.

ADDITIONAL COSPONSORS

S. 224

At the request of Mr. WARNER, the name of the Senator from Montana [Mr. BURNS] was added as a cosponsor of S. 224, a bill to amend title 10, United States Code, to permit covered beneficiaries under the military health care system who are also entitled to Medicare to enroll in the Federal Employees Health Benefits Program, and for other purposes.

S. 496

At the request of Mr. CHAFEE, the name of the Senator from New Jersey [Mr. TORRICELLI] was added as a cosponsor of S. 496, a bill to amend the Internal Revenue Code of 1986 to provide a credit against income tax to individuals who rehabilitate historic homes or who are the first purchasers of rehabilitated historic homes for use as a principal residence.

S. 1096

At the request of Mr. GRASSLEY, the name of the Senator from Alabama [Mr. SHELBY] was added as a cosponsor of S. 1096, a bill to restructure the Internal Revenue Service, and for other purposes.

S. 1103

At the request of Mr. MOYNIHAN, the name of the Senator from Pennsylvania [Mr. SPECTER] was added as a cosponsor of S. 1103, a bill to amend title 23, United States Code, to authorize Federal participation in financing of projects to demonstrate the feasibility of deployment of magnetic levitation transportation technology, and for other purposes.

SENATE CONCURRENT RESOLUTION 30

At the request of Mr. HELMS, the names of the Senator from Oklahoma [Mr. INHOFE] and the Senator from Georgia [Mr. CLELAND] were added as cosponsors of Senate Concurrent Resolution 30, a concurrent resolution expressing the sense of the Congress that the Republic of China should be admitted to multilateral economic institutions, including the International Monetary Fund and the International Bank for Reconstruction and Development.

AMENDMENTS SUBMITTED

THE DEPARTMENT OF LABOR APPROPRIATIONS ACT FOR FISCAL YEAR 1998

GRAHAM AMENDMENT NO. 1084

(Ordered to lie on the table.)

Mr. GRAHAM submitted an amendment intended to be proposed by him to the bill (S. 1061) making appropriations for the Departments of Labor, Health and Human Services, and Education, and related agencies for the fiscal year ending September 30, 1998, and for other purposes; as follows:

At the end of the bill, insert the following:

TITLE —NATIONAL COMMISSION ON PUBLIC EDUCATION FACILITIES CONSTRUCTION AND REHABILITATION

SEC. 01. FINDINGS.

Congress finds the following:

(1) The condition of our Nation's public pre-kindergarten through grade 12 school facilities play an enormous role in the educational development of our children as there is a relationship between the condition of school facilities and student achievement. In addition to their educational value, neighborhood public schools that are structurally safe and sound, and well-supported by the community can act as important civic and social institutions within our communities.

(2) The financing of public pre-kindergarten through grade 12 school construction and renovation has historically been primarily a local function. Typically, tax-exempt bond issues must be approved through a referendum reliant on local property taxes and are sold to finance capital spending. However, recent national trends indicate a decrease in bond referenda approval to pay for school construction projects. The General Accounting Office reports that 33 percent of school districts have had an average of 2 bond issues fail in the past 10 years.