

floor in 1996 and \$125.4 billion above the revenue floor over the 5 years 1996–2000. The current estimate of the deficit for purposes of calculating the maximum deficit amount is \$249 billion, \$1.2 billion above the maximum deficit amount for 1996 of \$247.8 billion.

Since my last report, dated October 12, 1995, Congress cleared, and the President signed the Agriculture Appropriations Act—Public Law 104–37. In addition, pursuant to section 205(b)(2) of House Concurrent Resolution 67, the revenue aggregates for the concurrent resolution have been revised. These actions changed the current level of budget authority, outlays, and revenues.

The report follows:

U.S. CONGRESS,
CONGRESSIONAL BUDGET OFFICE,
Washington, DC, October 25, 1995.

Hon. PETE DOMENICI,
Chairman, Committee on the Budget, U.S. Senate,
Washington, DC.

DEAR MR. CHAIRMAN: The attached report for fiscal year 1996 shows the effects of Congressional action on the 1996 budget and is current through October 24, 1995. The estimates of budget authority, outlays and revenues are consistent with the technical and economic assumptions of the 1996 Concurrent Resolution on the Budget (H. Con. Res. 67). This report is submitted under Section 308(b) and in aid of Section 311 of the Congressional Budget Act, as amended.

Since my last report, October 11, 1995, Congress cleared, and the President signed the Agriculture Appropriations (P.L. 104–37). In addition, pursuant to Section 205(b)(2) of H. Con. Res. 67, the revenue estimates for the concurrent resolution have been revised. These actions changed the current level of budget authority, outlays and revenues.

Sincerely,

JUNE E. O'NEILL,
Director.

THE CURRENT LEVEL REPORT FOR THE U.S. SENATE, FISCAL YEAR 1996, 104TH CONGRESS, 1ST SESSION, AS OF CLOSE OF BUSINESS OCTOBER 24, 1995
(In billions of dollars)

	Budget resolution (H. Con. Res. 67)	Current level ¹	Current level over/under resolution
ON-BUDGET			
Budget authority	1,285.5	1,281.9	–3.6
Outlays	1,288.1	1,291.5	3.4
Revenues: ²			
1996	1,040.3	1,042.5	2.2
1996–2000	5,565.4	5,690.8	125.4
Deficit	247.8	249.0	1.2
Debt subject to limit	5,210.7	4,884.7	–326.0
OFF-BUDGET			
Social Security outlays:			
1996	299.4	299.4	0.0
1996–2000	1,626.5	1,626.5	0.0
Social Security revenues:			
1996	374.7	374.7	0.0
1996–2000	2,061.0	2,061.0	0.0

¹ Current level represents the estimated revenue and direct spending effects of all legislation that Congress has enacted or sent to the President for his approval. In addition, full-year funding estimates under current law are included for entitlement and mandatory programs requiring annual appropriations even if the appropriations have not been made. The current level of debt subject to limit reflects the latest U.S. Treasury information on public debt transactions.

² The revised revenue aggregate for the Budget Resolution is effective for the purposes of consideration of S. 1357, the Balanced Budget Reconciliation Act of 1995.

THE ON-BUDGET CURRENT LEVEL REPORT FOR THE U.S. SENATE, 104TH CONGRESS, 1ST SESSION, SENATE SUPPORTING DETAIL FOR FISCAL YEAR 1996, AS OF CLOSE OF BUSINESS OCTOBER 24, 1995
(In millions of dollars)

	Budget authority	Outlays	Revenues
ENACTED IN PREVIOUS SESSIONS			
Revenues			1,042,557
Permanents and other spending			
Legislation	830,272	798,924	
Appropriation legislation	0	242,052	
Offsetting receipts	–200,017	–200,017	
Total previously enacted	630,254	840,958	1,042,557
ENACTED THIS SESSION			
Appropriation Bills			
1995 Rescissions and Department of Defense Emergency Supplementals Act (P.L. 104–6)	–100	–885	
1995 Rescissions and Emergency Supplementals for Disaster Assistance Act (P.L. 104–19)	22	–3,149	
Military Construction (P.L. 104–32)	11,177	3,110	
Agriculture (P.L. 104–37)	62,602	45,620	
Authorization Bills: Self-Employed Health Insurance Act (P.L. 104–7)	–18	–18	–101
Total enacted this session	73,683	44,678	–101
PENDING SIGNATURE			
Alaska Native Claims Settlement Act (H.R. 402)	1	1	
CONTINUING RESOLUTION AUTHORITY			
Continuing Appropriations, FY 1996 (P.L. 104–31)	442,336	273,573	
ENTITLEMENTS AND MANDATORIES			
Budget resolution baseline estimates of appropriated entitlements other mandatory programs not yet enacted	135,631	132,258	
Total Current Level ¹	1,281,905	1,291,468	1,042,456
Total Budget Resolution	1,285,500	1,288,100	1,040,257
Amount remaining:			
Under Budget Resolution	3,595		
Over Budget Resolution		3,368	2,199

¹ This is an estimate of discretionary funding based on a full year calculation of the continuing resolution that expires November 13, 1995. It includes all appropriation bills except Military Construction, which was signed into law October 3, 1995, and Agriculture, which signed into law October 21, 1995.

² In accordance with the Budget Enforcement Act, the total does not include \$3,275 million in budget authority and \$1,504 million in outlays for funding of emergencies that have been designated as such by the President and the Congress.

Note.—Detail may not add due to rounding.

WELFARE TO JOBS

• Mr. BREAU. Mr. President, we have heard a lot of horror stories about how bad the welfare system is, how it discourages people from getting married, finding work, and taking responsibility for themselves and their children. I would agree that the system needs an overhaul, and that is why I worked so hard on the Senate welfare reform bill we passed just last month. But I also believe that, within this broken system, there are many places that have already begun to experiment with innovative solutions to their welfare problems. And some of these initiatives are working—they are getting people off of welfare and into jobs.

One of the best examples of this success is what is happening right now in my State of Louisiana. Since October 1990, the number of families in Louisiana receiving Aid to Families with Dependent Children has dropped 20 percent. A report issued by the Public Welfare Association in 1994 ranked Louisiana last in the country in AFDC caseload growth for 1989 through 1993. Last in the country. That is good news.

And that is due in large part to Project Independence, our statewide

program that moves families from welfare dependency to independence. Project Independence provides transportation and child care—absolutely essential elements in moving people from welfare to work. It helps participants build up self-esteem by showing them their own ability to succeed in the work world. It also helps participants receive their GED's or high school diplomas, associate or 4-year degrees, or skill training, and builds their resumes through community service.

One Project Independence Program in particular, the Hamilton Terrace Learning Center in Shreveport, has been singled out for its outstanding success. Tomorrow, Vice President GORE will name this second-chance high school a winner of an Innovations in American Government Award from the Ford Foundation and the John F. Kennedy School of Government at Harvard University. This prestigious award honors 15 initiatives each year that have developed effective, creative solutions to important social and economic problems. It carries with it a \$100,000 grant to disseminate information about Hamilton Terrace and encourage its replication.

I have had the opportunity to visit Hamilton Terrace twice and each time, I was impressed by the dedication of the staff and the motivation of the students.

Hamilton Terrace Learning Center puts adult welfare recipients and students expelled from other local high schools in the same classes, where the adults convey a strong message to the teens on the importance of taking school seriously and avoiding some of the mistakes they made. At the same time, the teens give the welfare mothers a fresh look back at their own behavior, and give them a better sense of the role they can play in preventing their children from making the same mistakes. Putting these two groups together brings out a strong sense of responsibility in both.

The curriculum combines traditional academic courses with vocational training in fields such as food service, travel and tourism, health care, and child care. Classes are longer and about half the normal size to allow teachers time to get to know their students better. Lessons are tailored individually to each student's particular learning style. On Fridays, students either spend their time in community service or in counseling to work on specific academic concerns, and teachers meet for training and to work on solutions to problems they are facing in the classroom.

And it is all work-oriented. A school-to-work coordinator works closely with the Shreveport Chamber of Commerce to assist every student in planning a course of study that will result in a good job after graduation. Every graduate is guaranteed a job or enrollment in post-secondary training.

Their success has been outstanding. Of the school's 118 graduates from the

class of 1994, 71 percent went on to college. Of the 58 graduates who were on welfare, all but 7 are working or in college. At 21 percent, the school's dropout rate is considerably lower than the State average of 51 percent—and that's particularly good if you consider that most students failed in the traditional system.

Hamilton Terrace's success is well-known across Louisiana, and I am proud that it will be recognized nationally as well. It is an outstanding example of the real successes that are going on all around us. I congratulate its principal, John Baldwin, and all of its staff and students for their good work. ●

CHARACTER COUNTS WEEK

● Mr. DOMENICI. Mr. President, several months ago, the Senate passed Senate Resolution 103, designating the week of October 15-21, 1995, as National Character Counts Week. Across the country, hundreds of towns, cities, schools, and 60 national organizations ranging from the YMCA to the Little League, encompassing about 35 million young people and adults, celebrated this week.

As most in this chamber are aware, character counts advocates the teaching of the six pillars of character, six ethical values that transcend political, cultural, religious, and socioeconomic differences: trustworthiness, respect, responsibility, caring, fairness, and citizenship.

The character counts nationwide effort is one whose time has come. As explained in the Carnegie Council on Adolescent Development report, "Great Transitions," adolescents need help and support from not just their families and schools, but also the entire community. I agree with the statement of Julius Richmond, professor of health policy at Harvard Medical School and surgeon general under President Carter, "The schools go their way, the after-school programs go their way. . . . This report really points out the importance of all community resources coming together."

The idea of a total community approach is an important one. This is why I am such an enthusiastic supporter of the character counts programs across the State of New Mexico. By way of background, about a year ago, I asked the Mayor of Albuquerque Martin Chavez (D), to join me in a bipartisan effort to establish a communitywide character counts program. We pursued this effort with the local churches, the entire Albuquerque public school system, civic and social organizations, unions, the police department, parent groups, and the private sector. As a result, Albuquerque became the first city in America to adopt a citywide character counts program.

Several weeks ago, the spokesman for the national Character Counts Coalition, actor and producer Tom Selleck, joined me in Albuquerque to visit schools participating in this commu-

nity effort. I cannot begin to relate the excitement of the students at the Osuna Elementary and the Garfield Middle Schools as the entire student body met in their gymnasiums to honor their character counts programs.

The schools were celebrating the word of the month, citizenship. The students were able to discuss what citizenship meant and why it was important, and the little ones loved to shout out the spelling of "citizenship" or join in the singing of the theme song about character. The character counts message is being delivered city-wide by many different voices, and it is obvious the children and teachers are enthusiastic participants in this program.

After the successful startup of the Albuquerque character counts model, other New Mexico communities started similar programs. Roswell invited other nearby towns to join them in the effort so that the program could be developed beyond the city's geographical boundaries, and this communitywide program has exceeded the expectation of the hundreds of organizations and individuals who have joined forces to support character counts. As an example, in honor of Character Counts Week, at the annual high school football game, the entire halftime program was devoted to character counts. The event included all of the high schools and middle schools in the area.

The State of New Mexico received one of the Department of Education grants for developing character education programs, a grants program that we developed and passed on last year's Elementary and Secondary Education Act. These funds will help many other New Mexico communities who are initiating similar character education programs in their schools and youth organizations.

To emphasize that this issue is one of concern to millions of Americans besides New Mexicans, I think it is noteworthy that after Roswell was featured on a nationally televised news story, my State office has received more than 1,000 requests from all across the country for information about establishing a character counts program. This is something new and vibrant—an approach that touches the lives of children and adults alike. It reaches out to encircle the youth with similar messages—that respect and responsibility and caring, for example, are appropriate responses and actions.

The Albuquerque Public School District, consisting of 118 schools, has now developed an extensive and remarkable program. As stated in their recent report:

What began in APS as a grass roots movement in schools interested in promoting more productive behavior in their students, has grown to be a focus area in the strategic planning process for the district and a major educational goal of the superintendent. . . . What followed was an outpouring of interest and action as schools enthusiastically integrated the pillars of character into their own curricula.

I ask that the text of the APS report be printed in the RECORD at the conclusion of my remarks.

As we read report after report about the state of America's children, and we know from talking with parents, teachers, and community leaders that children need strong and compassionate support, I believe that the character counts program is one effort that can help. As important, I believe the model established in cities across New Mexico is the right approach. It is an all-encompassing approach that does not start and stop with the ringing of a school bell, or last for a single hour in church or at a youth organization meeting. Instead, the communitywide approach really says that with a rather simple and single message, everyone cares, and that everyone in that city is willing to put time, money and energy behind its youth.

Mr. President, for the last 2 years we have passed a resolution in support of National Character Counts Week. I know I speak for the other nine Senators of the Senate character counts group when I say that our legislative efforts are a support mechanism for the really important grass roots efforts we see across this country. The reason character counts programs are developing in schools and communities across America is because there is a genuine quest for resolving the problems of our young citizens. This program is an approach where everyone, young and old, can be part of a larger effort to make their towns and cities better places to work and live. It seems to me that this approach is well worth the effort, and I offer my congratulations to the thousands of committed citizens who are working together and building a program not only for the good of the present, but also for the next, generation of Americans.

The report follows:

APS CURRICULUM SUPPORT

The Albuquerque Public School District opened the 1995-96 school year with renewed dedication to the principles of character education as exemplified in the Character Counts! philosophy. What began in APS as a grass roots movement in schools interested in promoting more productive behavior in their students has grown to be a focus area in the strategic planning process for the district and a major educational goal of the Superintendent. When the Board of Education for the Albuquerque Public Schools endorsed the pillars of character as named in the Josephson Foundation's Aspen Declaration, it wisely left the implementation of this philosophy up to the teachers and principals of the 188 schools in the district. What followed was an outpouring of interest and action as schools enthusiastically integrated the pillars of character: trustworthiness, respect, responsibility, citizenship, caring, and fairness, into their own curricula.

For 1995-96 APS has adopted a goal for character education, stating, "The Albuquerque Public Schools will provide learners of all ages the knowledge and ethical foundation needed to become productive citizens in our community." Objectives to meet this goal are:

The Albuquerque Public Schools has endorsed and will support the Character