

Last year, 40 Catholic secondary schools were awarded the Excellence in Education Award, the nation's highest honor in education, by the U.S. Department of Education. In my home state, Boyland Catholic High School in Rockford, Illinois, was awarded the Excellence in Education Award for outstanding educational achievement.

Two students from St. Patrick School in Ottawa, Illinois, Justyna and Alessandra Ratajczak, wrote me about how much they enjoy going to Catholic school. Justyna wrote that St. Patrick School "is like a second home for me and I can not imagine my world without it." This girl's love of school testifies to the fact that Catholic schools are doing something right. Mr. President, I applaud Catholic schools and all their outstanding teachers for their high success rate among students and thank them for their important contribution to educating America's youth.●

#### TRIBUTE TO MR. BRAD PARKHURST, RECIPIENT OF THE 1998 MERRIMACK CHAMBER OF COMMERCE PRESIDENT'S AWARD

● Mr. SMITH of New Hampshire. Mr. President, I rise today to acknowledge and commend Mr. Brad Parkhurst. Brad was recently awarded the President's Award from the Merrimack Chamber of Commerce.

Brad has worked at Public Service of New Hampshire since 1974. During that time, he has held positions in Generation, Distribution and Marketing. He has worked since 1981 in the Marketing Support Department developing innovative ideas to unique consumer situations.

Brad has illustrious credentials as a member of the Merrimack Chamber of Commerce. He serves on the Board of Directors, is Chairman for the "Swing into Spring" Consumer Expo and has solicited sponsors for Consumer Expos.

Brad is also very involved in professional organizations. He serves as Associate Member Director and Chairman of the Associates Council of the Home Builders and Remodelers Association of New Hampshire. He is a member of the Building and Association Planning Committees and the Manchester Area Home Builders Association. He received the "Associate of the Year" award from the Home Builders and Remodelers Association in 1994 and 1996. He also serves on the Board of Directors of the National Association of Home Builders located in Washington, D.C.

Along with his professional credentials, Brad is also highly active in the community. He has been the treasurer of four non-profit organizations. He is an active member and Mission Director for the Merrimack Community Christian Church. He is the Director and Treasurer of Love Through Faith Ministries International, an organization that assists the poorest nations in the world. This past spring Brad and his

wife Roxanne led a team to Guinea-Bissau to spend two weeks teaching and training the local population.

Once again, I would like to congratulate Brad Parkhurst on receiving the President's Award from the Merrimack Chamber of Commerce. It is an honor to represent him in the United States Senate.●

#### HARTFORD JOB CORPS CENTER

● Mr. DODD. Mr. President, today I recognize Hartford, Connecticut's selection as a site for a Job Corps Center. The Department of Labor recently announced that Connecticut's capital city was one of four locations selected nationwide. Many years of planning have gone into Hartford's bid and the new Center enjoys the enthusiastic support of leaders in government, business, education and job training. The selection is testimony to the commitment of the Hartford community to our most disadvantaged young people, and that is why I endorsed the city's strong proposal.

In 1995, the Department of Labor had requested proposals for Job Corps Center sites and Hartford's joint application with the city of Bloomfield was regarded highly. Unfortunately, the funding for proposed new Centers was rescinded in the middle of the review process and no new Job Corps Centers were selected. But Hartford, Connecticut residents did not give up and the Department of Labor vowed to honor its commitment to new Centers in the future.

Hartford, Connecticut is a thriving business and cultural center, headquarters to major insurance and financial centers and home to renowned theater and art museums. It is situated on the banks of the historic Connecticut River which was heralded as an American Heritage River last year. Hartford is now embarking on a major waterfront residential, recreational and workplace development plan.

The city's overall unemployment rate is at 2.9 percent, but the unemployment rate for youth ages 16-19 is much higher. Despite Connecticut's economic recovery, too many young people are being left out of a job market that demands high-level skills. Hartford has many of the problems facing other large cities, including abandoned industrial sites, crumbling schools and double-digit high school dropout rates. At one Hartford high school, the dropout rate was more than 50 percent last year. That statistic is unacceptable and why I support the need for a Job Corp Center in Hartford. It will make a critical difference in the lives of so many at-risk youth.

Job Corps has been providing education and training for disadvantaged youth for more than 34 years. The program is so successful because it is a voluntary year-round program offering education, training and support services, including meals, child care and counseling. It maintains a zero tolerance for drugs and violence.

Hartford is poised to undergo an economic revitalization and the Job Corps Center is a true investment in our most under-served youth. The city of Hartford and the state of Connecticut have committed \$4 million toward the total development cost of \$11.5 million and the Hartford Housing authority is contributing the site, valued at \$420,000. The Center will be located on 12 acres in the Charter Oak Business Park being developed by the Housing Authority on the site of the former Charter Oak Terrace public housing project.

When completed in 2000, the Hartford center will serve more than 200 non-residential students each year in basic education and vocational training programs and provide on-site child care. Many organizations have pledged resources to ensure the success of the Center and most important of all, employers stand ready to hire young people who complete the Job Corps program.

Mr. President, I congratulate the City of Hartford and I commend the Department of Labor for their selection.●

#### WORK INCENTIVES IMPROVEMENT ACT OF 1999

● Mr. GRASSLEY. Mr. President, I rise today in support of legislation introduced last week by Senators JEFFORDS, KENNEDY, ROTH, and MOYNIHAN. I commend my colleagues for their dedication to improving the way federal programs serve persons with disabilities. Continuing my support for this effort from last Congress, I am glad to announce that I joined my colleagues as an original co-sponsor this year of S. 331, The Work Incentives Improvement Act of 1999.

This bill addresses one of the great tragedies of our current disability system, a system that forces many people with disabilities to choose between working and maintaining access to necessary health benefits. This was never the intention of these programs. It is critical that we act now to overturn today's policies of disincentives towards work and replace them with thoughtful, targeted incentives that will enable many individuals with disabilities to return to work.

Over the years I have heard from Iowans who have been forced to leave the work force because of a disability. While they remain disabled and still require ongoing health benefits, they are eager to return to work. However, because of the risk of losing critical health benefits covered by Medicare and Medicaid, too many capable individuals are deterred from entering or re-entering the work force.

It is essential that our public disability programs encourage, not discourage, employment. This legislation tackles the risks and uncertainties disabled individuals face when trying to return to work. For individuals eligible for the Supplemental Security Income

(SSI) and Social Security Disability Insurance (SSDI) programs, this legislation provides for continued coverage of critical benefits under the Medicaid program, such as personal assistance and prescription drugs. These services are vital to many people with disabilities. Furthermore, this proposal would provide beneficiaries with unprecedented access to private rehabilitation services. Currently, the Social Security Administration is unable to refer many beneficiaries for rehabilitation. This legislation would create opportunities for beneficiaries of both the SSI and SSDI programs to access rehabilitation services from either the public or private sector, increasing choice, access and quality of these valuable services.

The most encouraging component of this legislative proposal is that which eliminates work disincentives and facilitates self-sufficiency among those with disabilities. This legislation prohibits using work activity as the only basis for triggering a continuing disability review. What's more, the proposal would expedite the process of eligibility determinations for individuals who have been on disability insurance but who lost it because they were working.

The risk of losing health care benefits provided through the Medicare and Medicaid programs is a major disincentive for millions of beneficiaries who want to be a part of our nation's dynamic workforce. The intent of these programs was never to demoralize or dishearten Americans who are ready, willing and able to work. I look forward to the passage of this legislation which will unlock the doors to employment for these invaluable citizens.●

#### RECOGNITION OF THE MISS USA VOLUNTEERS

● Mr. BOND. Mr. President, as you know, this year the Miss USA Pageant will be held in my home state of Missouri this Friday. I rise today to recognize the hard work and dedication of the nearly 400 volunteers from Branson, Missouri who have donated multiple hours to ensure that this year's pageant runs smoothly.

The volunteer corps is an integral part of the pageant. They operate the entire pageant as well as all of the events leading up to it. It is the tireless effort and the many behind the scenes hours of the volunteers that make this pageant successful year after year. This year will be no different, as the people of Branson have done a wonderful job.

This Friday night, as millions of people across the country and around the world look to Branson for the crowning of the next Miss USA, I encourage all Americans to recognize the effort of the citizens of Branson who won't appear on camera and whose names won't scroll across the screen. Mr. President, I now ask the Senate to join me in recognition of these unsung heroes of the Miss USA Pageant.●

#### TESTIMONY OF SENATOR SLADE GORTON TO THE SENATE HEALTH, EDUCATION, LABOR AND PENSIONS COMMITTEE

● Mr. GORTON. Mr. President, I ask that my testimony of January 26, 1999, in front of the Senate Health, Education, Labor, and Pensions Committee, regarding education reform be printed in the RECORD.

The testimony follows:

Mr. Chairman, members of the Committee, thank you for the invitation to testify here today. You have a significant task ahead—the reauthorization of the Elementary and Secondary Education Act. Today I will share what I believe is the proper role for the federal government in education policy.

When the original ESEA legislation passed in 1965, it included just over 30 pages. Today it is more than 300 pages long. The federal government has, with the best of intentions, vastly increased its role in the education of our children. What do we have to show for it? Virtually nothing.

The results of the Third International Math and Science Study were reported last year. Our high school's graduating seniors did not fare well. 12th grade students from the United States earned scores below the international average in both science and mathematics. In fact, the United States was outscored by 18 other countries in mathematics, coming in just ahead of Cyprus and South Africa. Verbal and combined SAT scores are lower today than they were in 1970.

For the last 35 years, Washington D.C.'s response to crises in public education has been to create one program after another—systematically increasing the federal role in classrooms across the country. While the exact number of federal education programs is subject to dispute, a report released last year by the House Education and the Workforce Committee found more than 700 such programs.

A review of the "Digest of Education Statistics", compiled by the Department of Education, shows that the federal government funds a multitude of federal education programs spread across 39 departments and agencies. Although the Digest shows that funding for these programs totaled \$73.1 billion in 1997, it does not provide a list of the programs included. When asked, the Department was unable to provide a list.

One year ago, Dr. Carlotta Joyner of the General Accounting Office testified before the Senate Budget Committee Education Task Force. She informed us about 127 At-Risk and Delinquent Youth programs administered by 15 departments and agencies; more than 90 Early Childhood programs administered by 11 departments and agencies; and 86 Teacher Training programs administered by 9 departments and agencies.

The failure of these programs has not gone unnoticed. The federal government's largest education program, Title I, was developed as a part of the original ESEA in 1965 to narrow the achievement gap between rich and poor students. Chester Finn, in a recent article for the Weekly Standard, notes that despite pouring \$118 billion into Title I over the past three decades, it has been unable to cause any significant improvement in the achievement of these needy children. Furthermore it is difficult to establish, as Dr. Finn also notes in his article, that the Safe and Drug Free Schools program has made schools either safe or drug free; that the Eisenhower professional development program has produced quality math and science teachers; or that Goals 2000 has moved us any closer to the national education goals set a decade earlier.

Such clear and compelling statistics demonstrate that, despite our best intentions, the federal government has failed to create a coherent set of programs that address the varied needs of children around the country. I submit to you that we have failed because we do not and can not possibly know and understand all the challenges faced by school children today.

Who does know best? It's simple. Our children's parents, teachers, principals, superintendents and school board members know much better than we what our school children need in their own communities. Even within my own State, the needs of children in Woodinville, Wenatchee and Walla Walla differ greatly. Those working closely with our children should be allowed to make more of the vital decisions regarding their education.

This is not to say that the federal government should not continue to target resources to needy populations. We can and should hold States and local communities accountable for results. But we must not begin from a point that immediately ties their hands and strangles innovation.

It is time for the federal government to try something new. I'm sure many of you have heard the success stories I have about innovative education practices taking place in the Chicago Public Schools. Paul Vallas, the CEO of the Chicago school system, recently addressed an audience here in Washington, D.C. to discuss the reforms he's instituted that have done so much to turn his school system around. When asked by former Secretary of Education William Bennett what the most important power was that he'd been given, Mr. Vallas replied, "The flexibility to allocate our resources as we see fit."

In 1995, the Illinois legislature gave that flexibility to Mr. Vallas and the Chicago system by combining all state education programs into two grants—one for special education and one for everything else. The legislature allowed Mr. Vallas and the Chicago School Board to decide how to allocate their resources.

A request for similar authority has been made recently by the Seattle School district, in this case to the federal government. Seattle has asked the Department of Education to waive several Title I rules and regulations so it can reform its schools' funding system. It wants to provide a system of open enrollment, in which students can enroll in public schools of their choice. Schools in the district would then be ranked by concentration of poverty. Those with more than a 50% concentration of poverty would receive Title I funds, and could use those funds on a school-wide basis. Although the funds would be used to address the needs of all children in a school receiving the funds, particular attention would be given to those who require additional support in achieving state learning standards. It is unclear, however, that the U.S. Department of Education will allow the waiver necessary to implement this innovative reform. The point is, Seattle shouldn't have to ask.

I have introduced legislation twice in the past two years that would allow such innovative reforms to take place. Although my amendment passed the Senate on each occasion, it was removed in conference committee discussions under the threat of a veto by President Clinton. I want to let this Committee know that I intend to introduce legislation again that will accomplish my goals of giving states and local communities the ability to implement reforms that they believe will benefit their students and provide them with a quality education. It is, I believe, somewhat more flexible than the similar and meritorious bills introduced by Senators Bond and Hutchinson. To ensure that a