

small. Today Impact Aid payments support over 11 million children in nearly 1,500 school districts.

The need for Federal Impact Aid is especially important now, as Hawaii and school districts nationwide continue to recover from the greatest recession since the 1930s. Impact Aid funds come with few strings attached and help districts support a wide range of vital services, including teacher salaries, tutoring, after-school programs, textbooks, utilities, and other local needs.

Today we celebrate Impact Aid for advancing educational equity and recognize that we still have much to do to give all our children a truly world-class education.

I reserve the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield myself as much time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 1641, which celebrates September 30 as the 60th anniversary of Impact Aid.

The Impact Aid program, now Title VIII of the Elementary and Secondary Education Act of 1965, supports local school districts with concentrations of children who reside on military bases, Indian lands, low-rent housing units, and other Federal properties.

Signed into law in 1950, the program is an invaluable resource for local school districts across the United States that have lands within their boundaries that are owned by the Federal Government or have been removed from the local tax rolls by the Federal Government. These school districts face special challenges. They must provide a quality education to the children living on the Indian and other Federal lands and meet Federal education requirements, while sometimes operating with less local revenue than is available to other school districts, because the Federal property is exempt from local property taxes.

Under the program, most Impact Aid funds are considered general aid to school districts. Most school districts use the funds to pay the salaries of teachers and teachers' aides; purchase textbooks, computers and other equipment; fund after-school programs and remedial tutoring; fund advanced placement classes and special enrichment programs. It is the only Federal program that is administered locally in order to meet the needs of students in the classroom.

In 2010, nearly \$1.3 billion will be provided to 1,484 school districts, enrolling more than 1 million federally connected children—children of our men and women in uniform, children residing on Indian lands, children in low-rent housing, and children of civilians working or living on Federal land. The funding will benefit more than 11 million students who are enrolled in these school districts.

Mr. Speaker, for the last 60 years, the Impact Aid program has played an important role in ensuring that all stu-

dents have access and receive a high-quality public education. I urge my colleagues to support House Resolution 1641.

Mrs. MCMORRIS RODGERS. Mr. Speaker, I rise today in support of House Resolution 1641, celebrating the 60th anniversary of the Impact Aid Education Program. The Federal obligation upon which the Impact Aid Program was founded is no different today than it was at the program's inception. Originally authorized in 1950, and for the last 60 years, Impact Aid has successfully assisted local governments and communities with the substantial and continuing financial burden resulting from federal land ownership.

This year alone, in 1,484 school districts across the country, 15 million children have benefited from the necessary supplemental funding Impact Aid provides. Whether it is the Nespellum, Wellpinit, Inchelium, Medical Lake or one of the many other school districts in my district, the Impact Aid program transcends all bounds and benefits a diverse and equally needy group of children.

Impact Aid is a contract between the Federal government and the local communities, and we must hold up our end of the deal. As states and communities across the country tighten their budgets, it is now more important than ever, that the Federal government fulfill its contractually obligated responsibility to communities on time, every time. On this 60th Anniversary, we have an opportunity to renew our commitment to Impact Aid and renew our drive to reduce the bureaucratic paralysis plaguing an otherwise successful program.

Programs, like Impact Aid, where the Federal government provides the necessary support and empowers local communities to provide invaluable services, without burdensome one-size fits all regulation, should not only be applauded, but imitated. That is why I urge all of my colleagues to join me in supporting House Resolution 1641, celebrating the 60th anniversary of the Impact Aid Education Program.

Mr. DICKS. Mr. Speaker, since my first day in Congress, Impact Aid has always been one of my top priorities. My congressional district in the State of Washington is one of the most heavily impacted by large and vital military installations, including Joint Base Lewis-McChord, Puget Sound Naval Shipyard, Naval Undersea Warfare Center Keyport and Submarine Base Bangor, which are either in or near the Sixth Congressional District. Our region proudly hosts thousands of active duty military personnel and their families, who represent a huge economic force in the Pacific Northwest as they contribute substantially to our nation's security. In addition, Washington is also home to 27 federally recognized Native American tribes, many of which I am proud to represent in Congress.

With the many advantages of these large federal installations comes the loss of a substantial amount of land from the local tax base, however. Nevertheless, local school districts are still required to provide an education to children who live on these bases and other federally-connected, tax-exempt properties. Nationwide, this adds up to more than 1 million children, imposing more than \$1 billion in additional costs to these districts. This is the reason Congress created the Impact Aid program 60 years ago.

Although the case in favor of federal Impact Aid payments is clear and compelling, it has

frequently been a target for reductions as we have debated the federal budget in Congress. Over the years, cuts to Impact Aid funding have been included in the Presidential budgets submitted to Congress, and occasionally in budget Resolutions considered in the House and Senate.

To defend this vital program in the House of Representatives, I joined with a dozen of my Republican and Democratic colleagues in 1995, led by my good friends CHET EDWARDS and Jim Saxton, to form the House Impact Aid Coalition. Together, we have worked hard to support this program through a number of tough budget years, and I am proud that this program continues to be an important source of funding for nearly 1,500 local education agencies across the country.

At the same time we are celebrating the 60th anniversary of the creation of the Impact Aid program, we are beginning another period in which constrained federal budgets will likely threaten to erode the progress we have made, and so the work of our coalition to build support for Impact Aid will be more important than ever. I regret that the Impact Aid Coalition will be losing some of its great champions—Chairman EDWARDS, IKE SKELTON, EARL POMEROY, and PATRICK KENNEDY—all of whom have worked hard for this cause. But in the 112th Congress I am proud that we will still have more than 100 Members who are committed to preserving this program that means so much to children of military families as well as Native American kids.

So on the occasion of this 60th anniversary of the Impact Aid Program, I join my colleagues in reflecting on the success we've had in preserving this program, and I look forward to working with my colleagues in the years ahead to strengthen it.

Mr. THOMPSON of Pennsylvania. I have no requests for time, and I yield back the balance of my time.

Ms. HIRONO. With that, I urge my colleagues to support the resolution and continue to support Impact Aid, which truly represents equal educational opportunities for our millions of children across our country. Happy 60th anniversary, Impact Aid.

I yield back the remainder of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Hawaii (Ms. HIRONO) that the House suspend the rules and agree to the resolution, H. Res. 1641.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

SUPPORTING NATIONAL FARM TO SCHOOL MONTH

Ms. HIRONO. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1655) expressing support for designation of October as "National Farm to School Month," as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 1655

Whereas Farm to School programs of varying scale are currently operational in over 9,700 schools in all 50 States;

Whereas Farm to School programs connect schools and local farms in order to serve healthier meals in school cafeterias;

Whereas Farm to School programs often have experiential education components that can lead to permanent improvements in children's diets both in school and at home;

Whereas Farm to School programs facilitate the purchase of local food for school meals;

Whereas Farm to School programs can benefit small and mid-sized agricultural producers by providing access to consistent markets;

Whereas Farm to School programs can be particularly important for beginning or socially disadvantaged farmers as schools provide a consistent and secure customer base;

Whereas Farm to School programs can benefit local economies, for every \$1 spent on local foods in schools, \$1 to \$3 circulate in the local economy;

Whereas one-third of children in the United States are now obese or overweight, and over the past 3 decades, obesity rates have quadrupled in 6- to 11-year-olds and tripled in 12- to 19-year-olds according to the most recent data from the Centers for Disease Control and Prevention's National Health and Nutrition Examination survey;

Whereas United States Department of Agriculture (USDA) data shows that only 2 percent of children meet the Food Guide Pyramid serving recommendations;

Whereas communities with high levels of poverty have less access to fresh fruits and vegetables than higher-income communities;

Whereas increased consumption of fresh fruits and vegetables is 1 of 6 major strategies to prevent and control obesity, according to the Centers for Disease Control and Prevention;

Whereas Farm to School programs can increase children's daily intake of fresh fruits and vegetables and studies have demonstrated that children in schools with an active Farm to School program increased their average consumption of fresh fruits and vegetables by 1 or more servings per day;

Whereas Farm to School programs are popular among children and can increase school lunch participation ranging from 3 percent to 16 percent for all meals; and

Whereas the month of October would be an appropriate month to designate as "National Farm to School Month": Now, therefore, be it

Resolved, That the House of Representatives—

(1) expresses support for designation of "National Farm to School Month";

(2) encourages schools and local education agencies to use local produce in meals; and

(3) encourages schools, farmers and farm groups, local businesses, nonprofit institutions, churches, cities, State governments, and other local groups to raise awareness of Farm to School efforts in their communities.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Hawaii (Ms. HIRONO) and the gentleman from Pennsylvania (Mr. THOMPSON) each will control 20 minutes.

The Chair recognizes the gentlewoman from Hawaii.

GENERAL LEAVE

Ms. HIRONO. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 1655 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Hawaii?

There was no objection.

Ms. HIRONO. I yield myself such time as I may consume.

I rise today in support of House Resolution 1655, celebrating National Farm to School Month, which was observed in October of this year.

Farm to School programs bring nutritious products from local farms into the cafeterias of schools in our area. The result is healthier meals, improved student nutrition, and a link to firsthand education in agriculture, health, and nutrition. Exceptionally popular with children, Farm to School programs operate in over 9,700 schools in Hawaii and all 50 States. In schools with a Farm to School program, there is a 3 to 16 percent increase in school lunch participation.

Farm to School programs provide better food options for our kids at school. Since 1980, obesity rates in 6- to 11-year-olds have quadrupled, and for 12- to 19-year-olds they have tripled, according to the Centers for Disease Control. Tragically, over one-third of our children are now obese or overweight. Increasing one's consumption of fresh fruits and vegetables is one of six major strategies to prevent and control obesity. Studies have demonstrated that children in schools with an active Farm to School program increased their average consumption of fresh fruits and vegetables by one or more servings per day.

Farm to School programs also have an important educational component. They allow for taste tests, school gardens, composting, and farm tours, which helps children to clearly connect the food that they eat to their body, communities, and environments.

From an economic standpoint, the program helps local family farms and stimulates the local economy even during these difficult times. Farm to School programs help farmers find a local economy for their produce. Local farmers receive 60 to 70 cents per dollar of the sale price under Farm to School, whereas the average intake a farmer receives from traditional distributors is often less than 20 cents per dollar.

Farm to School products which reach the cafeteria are likely less costly to pack and ship and may have a reduced impact on the environment. In Hawaii, our high costs of land and remote geography require us to import over 85 percent of our food. Farm to School programs can have a major impact on providing Hawaii farmers with an institutional market for their produce and reducing transportation costs.

I have had the privilege to visit several of Hawaii's growing number of Farm to School programs to see their impact firsthand. In August, I visited Ka 'Umeke Ka'eo Hawaiian Immersion Charter School on Hawaii Island. The proud fourth- and fifth-grade students showed me the school garden, which is integrated into class lessons. Most

memorable was watching the worm composting process, which, by the way, the kids really liked. I again say mahalo for the tour to the students, Director Alapaki Nahale'a of the Hawaii Charter School Network, School Garden Instructor Pua Mendoca, and Nancy Redfeather of the Hawaii Island School Garden Network.

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I also visited the school garden at Waimea Middle Public Conversion Charter School in Kona. I would like to thank Dr. Guy Kaulukukui of the Kohala Center for assisting with the visit. Last year I went to a garden party at Aikahi Elementary in Kailua, sponsored by the Kokua Foundation. At the garden party, we weeded and mulched the gardens for the kindergarten, first, and fifth grade classrooms. In Hawaiian, 'aina means "land" or "earth." The Kokua Foundation's 'AINA program stands for Actively Integrate Nutrition and Agriculture in Schools. The program works to foster healthy eating habits, improve children's health, and encourage environmental stewardship.

Since its inception in 1996, Farm to School programs nationwide have been making healthy eating a priority in our schools and building strong community connections. For these reasons, we celebrated and honored Farm to School programs this past October. I congratulate the efforts of Farm to School programs in Hawaii and nationwide.

I want to thank Representative HOLT for introducing this resolution and, once again, express my support for House Resolution 1655.

I reserve the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield myself such time as I may consume.

I rise today in support of House Resolution 1655, expressing support for designation of the month of October 2010 as National Farm to School Month. Farm to School programs operate in every State in more than 9,700 schools and support community-based food systems, strengthen family farms, and improve student health. These programs bring fresh fruits and vegetables to students to help ensure they have access to quality food options and get their recommended daily servings of fruits and vegetables. Ultimately, these programs can help in the fight to end childhood obesity.

Farm to School also supports local businesses. Schools involved in Farm to School programs serve as consistent customers to food producers and help support local farmers and the community. In fact, for every \$1 spent through the Farm to School program, \$1 to \$3 is returned to the local community. The Farm to School program benefits both students and local businesses, and I urge my colleagues to support designating October as National Farm to School Month.

I reserve the balance of my time.

Ms. HIRONO. Mr. Speaker, I am pleased to yield 3 minutes to the gentleman from New Jersey (Mr. HOLT).

Mr. HOLT. Mr. Speaker, I thank the gentlelady from Hawaii.

I rise in support of House Resolution 1655 that I introduced to establish October as National Farm to School Month. I want to thank the leading co-sponsor, Representative BETTY MCCOLLUM of Minnesota, and Chairman MILLER for their help in bringing this to the floor today.

It should not be a surprise that I, as a representative of the Garden State, support bringing Jersey tomatoes and sweet corn into schools. But this is not just a local or provincial resolution. Farm to School programs are a key priority for Agriculture Secretary Vilsack, and First Lady Michelle Obama has planted a garden at the White House with the help of local students to symbolize the good nutrition that comes from fresh foods as well as to educate students about where food comes from.

Farm to School programs can help in the fight against childhood obesity and economically support our local farmers. These programs also help address the troubling rate of childhood obesity. Currently, there are 31 million children who eat school meals 5 days a week, 180 days a year. While the National School Lunch Program does a good job feeding these children, the program has the potential to provide fresher and more healthful foods to millions of children in the United States. Farm to School programs fight obesity by increasing children's daily intake of fresh fruits and vegetables. Farm to School programs also benefit small- and mid-sized agricultural producers by providing access to consistent markets, and they're a great stimulus for the local economy. For every dollar spent on local foods in schools, several dollars circulate in the local economy.

While there are presently more than 10,000 Farm to School programs operational in all 50 States, it is but a fraction of the 94,000 public and nonprofit private schools that are operating the National School Lunch Program. Establishing October as National Farm to School Month would increase awareness and provide the recognition that the existing programs have earned.

Farm to School programs exemplify the best use of Federal school lunch dollars, and I am pleased that this legislation that I wrote to provide \$40 million in mandatory funding for Farm to School competitive grants is included in the pending reauthorization of the Child Nutrition Act on which we will vote soon.

I would like to take a moment to thank Megan Lott at the Community Food Security Coalition and Beth Feehan, the director of the New Jersey Farm to School Network, for their efforts in support of this resolution. I urge my colleagues to support this resolution and to join us in helping to spread and strengthen Farm to School programs across the country.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

Ms. HIRONO. Once again, I would urge all my colleagues to support this resolution. As I mentioned, one of the fun things that I got to do in Hawaii was to visit these school farm programs, their agriculture programs. They really do work because the kids definitely do begin to eat their vegetables.

With that, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Hawaii (Ms. HIRONO) that the House suspend the rules and agree to the resolution, House Resolution 1655, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution, as amended, was agreed to.

A motion to reconsider was laid on the table.

CONGRATULATING COACH JOE PATERNO

Ms. HIRONO. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1715) congratulating Joe Paterno on his 400th win as Penn State Nittany Lions football coach.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 1715

Whereas Joe Paterno reached the milestone of 400 wins as head coach on November 6th, 2010;

Whereas Joe Paterno has served the Pennsylvania State University (Penn State) with honor and distinction for 60 years since starting as an assistant coach in 1950;

Whereas in 2009, the graduation rate of Joe Paterno's players was 89 percent, and the graduation success rate was 85 percent—both of which were the greatest among all football teams in the final 2009 Associated Press Top 25 poll;

Whereas the legacy Joe Paterno has left at Penn State reaches far beyond football, as he has personally given millions of dollars to the university and raised hundreds of millions more for the library and need-based scholarships;

Whereas Joe Paterno has been very active in the community as a strong supporter of the Pennsylvania Special Olympics and a national spokesperson for the Charcot-Marie-Tooth Association;

Whereas Joe Paterno has more wins as head coach than any other in NCAA Division 1A FBS history, surpassing legendary coaches Bear Bryant in 2001 and Bobby Bowden in 2008;

Whereas Penn State is one of just seven teams with more than 800 wins in its history, and Joe Paterno has been active with the program for 692 of those games over 60 seasons with an amazing record of 504-181-7 (72.8 percent);

Whereas among Joe Paterno's accolades in 45 years as head coach are two National Championships, seven undefeated seasons, 23 finishes in the top 10 rankings, and three Big Ten Conference Championships since joining the conference in 1993;

Whereas Joe Paterno has 24 bowl game wins and 36 bowl game appearances, both of which are the most of any coach in history; and

Whereas Joe Paterno's continued dedication to his players and emphasis on academic integrity and education has resulted in Penn State fostering 15 Hall of Fame Scholar-Athletes, 34 first-team and 44 overall Academic All-Americans, and 18 NCAA Postgraduate Scholarship winners: Now, therefore, be it

Resolved, That the House of Representatives—

(1) congratulates Joe Paterno for his unparalleled success with both the Penn State football program and the University, resulting in 400 wins as head coach; and

(2) commends Joe Paterno for setting an on- and off-the-field example of honor, success, integrity, and respect for thousands of players, coaches, students, and fans throughout the Nation.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Hawaii (Ms. HIRONO) and the gentleman from Pennsylvania (Mr. THOMPSON) each will control 20 minutes.

The Chair recognizes the gentlewoman from Hawaii.

GENERAL LEAVE

Ms. HIRONO. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 1715 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Hawaii?

There was no objection.

Ms. HIRONO. I yield myself as much time as I may consume.

I rise today in support of House Resolution 1715 which congratulates Joe Paterno for his 400th win as head football coach of the Penn State Nittany Lions. Coach Paterno achieved this milestone win on November 6, 2010, when the Lions beat out the Northwestern Wildcats. This victory gave him more career wins than any other coach in NCAA Division I-A history.

For 60 years, Coach Paterno has served Penn State, first as an assistant coach for 15 years and then head coach for the past 45 years. In his tenure as head coach, Joe Paterno has garnered two national championships, seven undefeated seasons, 23 finishes in the Top 10 rankings, and three Big Ten Conference championships. His 73.6 percent career winning percentage is second-best among all active Football Bowl Subdivision coaches.

These tangible accomplishments mirror the accomplishments of Paterno's players off the field, which he has facilitated by bolstering Penn State's educational facilities. Coach Paterno emphasizes the importance of education for all of his players. In 2009, the Lions had a Federal graduation rate of 89 percent and graduation success rate of 85 percent, according to the Department of Education, the top rates for any college football team that year. His tutelage has helped Penn State cultivate 15 Hall of Fame scholar athletes, 44 academic All-Americans, and 18 NCAA Postgraduate Scholarship winners.