

vote. Finally, the President of the United States enthusiastically endorsed Wisconsin's plan in a radio address to the Nation on May 18, 1996.

H.R. 3562

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

SECTION 1. AUTHORITY TO IMPLEMENT WISCONSIN WORKS DEMONSTRATION PROJECT.

(a) IN GENERAL.—Upon presentation by the State of Wisconsin of the document entitled "Wisconsin Works" (as signed into State law by the Governor of Wisconsin on April 26, 1996) to the appropriate Federal official with respect to any Federal entitlement program specified in such document—

(1) such official is deemed to have waived compliance with the requirements of Federal law with respect to such program to the extent and for the period necessary to enable the State of Wisconsin to carry out the demonstration project described in the document; and

(2) the costs of carrying out the demonstration project which would not otherwise be included as expenditures under such program shall be regarded as expenditures under such program.

(b) LIMITATION OF COSTS.—Subsection (a)(2) shall not apply to the extent that—

(1) the sum of such costs and the expenditures of the State of Wisconsin under all programs to which subsection (a) applies during any testing period exceeds

(2) the total amount that would be expended under such programs during such testing period in the absence of the demonstration project.

(c) TESTING PERIOD.—For purposes of subsection (b), the testing periods are—

(1) the 5-year period that begins with the date of the commencement of the demonstration project, and

(2) the period of the demonstration project.

(d) RECAPTURE OF EXCESS.—If at the close of any testing period, the Secretary of Health and Human Services determines that the amount described in subsection (b)(2) exceeds the amount described in subsection (b)(1) for such period, such Secretary shall withhold an amount equal to such excess from amounts otherwise payable to the State of Wisconsin under section 403 of the Social Security Act (relating to the program of aid to families with dependent children) for the first fiscal year beginning after the close of such period. The preceding sentence shall not apply to the extent such Secretary is otherwise paid such excess by the State of Wisconsin.

SEC. 2. NO EFFECT ON CERTAIN OTHER WAIVERS GRANTED TO THE STATE OF WISCONSIN.

This Act shall not be construed to affect the terms or conditions of any waiver granted before the date of the enactment of this Act to the State of Wisconsin under section 1115 of the Social Security Act, including earned waiver savings and conditions. The current waivers are considered a precondition and can be subsumed as part of the Wisconsin Works demonstration.

SEC. 3. AUTHORITY TO PARTICIPATE UNDER SUBSEQUENT LEGISLATION.

If, after the date of the enactment of this Act, any Federal law is enacted which modifies the terms of, or the amounts of expenditures permitted under, any program to which section 1 applies, the State of Wisconsin may elect to participate in such program as so modified.

WISCONSIN WAIVERS (88) SUBMITTED MAY 28, 1996

GENERAL

1. New fraud penalties

2. Dual agency administration of medical assistance and food stamps

3. New performance standards for agencies

4. End entitlement to cash, health, child care

5. Fair hearing rights

AID TO FAMILIES WITH DEPENDENT CHILDREN

1. Definition of dependent child

2. Definition of AFDC

3. Benefit for dependent children of parents receiving SSI

4. No entitlement to job positions

5. 60 day residency requirement

6. Assistance group definition

7. End income/resource exemptions

8. Refusal of offer of employment

9. Time-limited participation

10. Early imposition of time limit clocks

11. Flexible use of AFDC and medical funds

12. Agency review of welfare cases

13. Privatization

14. Performance standards for agencies

15. Two month delay in closing cases

16. Changing assets limits

17. Lump sums

18. Benefit calculation

19. End AFDC needs standard

20. Elimination of child care disregard

21. Learnfare sanctions

22. Non-custodial parent eligibility

23. Sanction for child support noncooperation

24. Paying child support directly

25. Treatment of stepparent income

26. End medical assistance extension

27. Eligibility of sponsored aliens

28. Deeming income of sponsors

29. Fraud penalties

30. Minors required to live at home

31. Statewide eligibility criteria

32. Quality control

33. Filing federal fraud reports

34. Benefits under trial jobs

35. Placement for unsubsidized jobs

36. Trial jobs

37. Community service jobs

38. Work required for parents of children under age 6

39. Transition

40. Job access loans

41. Flexible use of cash/medical funds

42. Child care copayment requirements

43. Community steering committee

44. JOBS program provisions

45. AODA participation

46. Work exemption for parents of children under age 1

47. Employment category sanctions

48. Applicant job search

49. Extensions of time limits

50. CWEP participation

51. One parent participation in work program

52. Emergency assistance

53. Displacement

54. Recoupment of overpayment

55. Garnishing benefits for medical premiums

56. Automatic data processing

MEDICAID

1. Entitlement status of medical assistance

2. End of medical assistance extension

3. HMOs

4. Maintain effort on medical assistance

5. No public health benefits if employer plan

6. Health plan premiums

7. Medical assistance income eligibility limits

8. Income disregards

9. Assets

10. Privatization

11. Treatment of stepparent income

12. Minor parents required to live at home

13. Agency review of cases

14. Sanction for child support noncooperation

CHILD SUPPORT

1. Paying child support directly

2. Child support disregard

3. Mandatory cooperation on child support

4. Continued eligibility for child support

5. Child support services for welfare families

6. Earning incentives on child support

CHILD CARE

1. Eligibility age for child care

2. Financial eligibility for child care

FOOD STAMPS

1. Certification

2. Graduated benefit levels

3. Employment and training program exemptions

4. Work requirements

5. Nutrition education

MAJOR FEATURES OF THE WISCONSIN WELFARE REFORM PLAN (WAIVER SUBMITTED MAY 28, 1996)

1. Cash assistance is available only through work or participation in a work activity (such as community service or a sheltered workshop for the disabled).

2. There is a 5-year lifetime limit on assistance (with limited individual extensions such as for poor local economy).

3. Teen parents must live at home or in a supervised alternative living arrangement like kinship care or group homes.

4. Health care coverage (replacing Medicaid) will be obtained from certified HMOs through benefits packages resembling those offered by employers, with recipients paying premiums on a sliding scale and standard copayments. Under the Wisconsin plan, health care spending grows from \$445 million in FY 1997 to \$475 million in FY 1998.

5. Child care is available to all eligible families who need it to work, with funds focused on lower-income families and recipient copayments linked to the cost of care. Under the Wisconsin plan, child care spending grows from \$158 million in FY 1997 to \$180 million in FY 1998.

6. The Wisconsin plan includes five food stamp waivers, linking food stamps with other benefits, encouraging work (by maintaining food stamp benefits as work and income rises, by limiting exceptions to required work, and by reducing benefits for failure to work), and requiring nutrition education for participants. Food stamps would be replaced with cash, increasing flexibility and recipient self-esteem.

7. Even though child care and health care spending grows, other expenses such as subsidized employment expenses, office costs, and state administration fall even more, resulting in lower total welfare spending (\$1.063 billion in FY 1997 and \$1.042 billion in FY 1998).

JACQUES STALDER YEAGER, SR.
PRESENTED UCR AWARD

HON. GEORGE E. BROWN, JR.

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

Mr. BROWN of California. Mr. Speaker, I rise today to recognize the lifetime achievements of Jacques Stalder Yeager. Jacques has a long history of community service which includes public leadership and the raising of many thousands of dollars for community projects.

On June 5, 1996, Jacques is being recognized by the Citizens University Committee at the University of California, Riverside for outstanding service to the University and the extended community. His service to UCR includes University of California Board of Regents 1988-94; Citizens University Committee,

past chairman and membership chairman, with continuous CUC membership since 1969; UCR Foundation Board of Trustees; founding life member of the Chancellor's Associates; and Chancellor's Executive Roundtable.

In addition to his strong support of the university, Jacques is a noted businessman and community leader. A native of Riverside, Jacques joined the family construction business in 1947 after returning from military service in World War II. In 1957, he became president of E.L. Yeager Construction Co., Inc., then chairman/CEO in July 1993. Last year, he sold the company to six of its senior managers, and Jacques now serves as a director on the company board.

Jacques has always proved to be a reliable advisor who shows his love for the community by involvement in transportation planning and water resource management issues, and by his commitment to coordinated economic planning in the region. He has also been actively involved in charitable foundations, including the Red Cross, the Arthritis Foundation, and arts and museum foundations.

I join the Citizens University Committee in the celebrating of Jacques Yeager's distinguished service to the university and to our community.

STATEMENT REGARDING STUDENT-CENTERED HIGH SCHOOL EDUCATION

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by several high school students at Peoples Academy in Vermont, who were speaking at my recent town meeting on issues facing young people.

Our topic is: changing the education system. We don't have any great solutions, or anything, but we just want to increase the awareness of the fact that there's too much emphasis put on getting good grades, and having a good score. And the desire to learn is gone; or if it's not gone, it's not there very much, or whatever. The result of this is that students just go through school just . . . playing the motions, getting good grades, having tests, memorizing and they're not necessarily learning anything; or discovering . . . how they are self-learners, like what is the best way for them to learn, which they can carry with them throughout life.

Another thing that we think is that teachers seem bored. They're teaching the same thing again and again and again, and . . . becomes monotonous; it makes learning more of a chore. . . .

Along the same lines, we think that perhaps there could be more courses—there's a lot of courses out there that are trying to help teachers learn how to become better educators; but many times the teachers themselves don't have the desire to become better educated. If those teachers could, instead of going to classes and things like that and learning how, we could find the teachers that are considered good teachers, that actually want to help someone . . . I dare say, that the majority of people that become teachers don't necessarily become a teacher and say, "Well, I want to go out there and help better the education of our youth,

and . . . become better people. They say, "This'll be a good paycheck for me.

And that's another thing that is a real problem with the way the system is set up right now: that money and getting a good paycheck is how things are judged by, and if you want to become a doctor, or whatever, it's not because you want to help cure disease, it's because you want a BMW. And, if these things are taught in the school, then that's obviously how it's going to be presented, but if we could . . . help people understand what they would enjoy doing, and less emphasis on money. Perhaps trying to help people understand that, "Well, hey, money's not the only thing out there, you know, you've got to go to a job 40 hrs./week, making \$50,000/yr., and hate my job, that's not something that's going to make your life happy. So, if we could change things, and help . . . people understand that you have to want to learn; you need to understand what you need to go out and learn about yourself.

And this is going to help in the school system also, because if someone's enjoying what they're learning, they're going to actually go out and do it themselves; they're going to be interested. I dare say that some people, if not most people are here today because it's for a class; they have to be here for a class, not because they're interested in the political system, but because it's a break. And if that's going to be the way things are, then nobody's going to be happy in their life; and that's a bigger issue than simply educating. (APPLAUSE)

We also feel that . . . you shouldn't have as many required courses; you have a four-year English requirement to graduate, and had my 4th year of English, and just sat through my English classes—I couldn't wait until it was over, I didn't learn much of anything, I just got by. I think that there should be more elective classes that you can take, that you're interested in, so that you have more interest to learn, I think that would be better for the students. Along the same lines also, that it is a major problem how general the courses are . . . The general courses are made to expose us to a lot of things, so that we can try to find out what we enjoy. But instead, it actually decreases that, because the system that's presented is looked at as something that's not enjoyable. So a kid—maybe does enjoy reading, but perhaps the way it's presented isn't for him. So, he may go away thinking, "I'm no good at English, I can't get it right." But that's not necessarily the case. It may be that the system that the English is being presented [in] is the problem. So you need to look at that, it's more than just looking at, "Well, he's just a bad student."

TRIBUTE TO DR. ARTHUR PAPPAS

HON. JOSEPH P. KENNEDY II

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

Mr. KENNEDY of Massachusetts. Mr. Speaker, one of the pleasures of serving this great body, is the opportunity to recognize outstanding individuals from across the nation. It is with great pride that I rise today to congratulate Dr. Arthur Pappas who was recently honored by the Massachusetts Hospital School for his dedication to children and his 25 years of service as Trustee and Chairman of the Board of the Massachusetts Hospital School.

Dr. Pappas is well known in the Boston area as a humanitarian and his association with the

Massachusetts Hospital School is just one of his numerous public service activities. The Massachusetts Hospital School is an institution that encourages equal opportunity. The goal of the school is to reinforce the idea that each child should be given the chance to grow in every possible way despite his or her physical challenge.

In addition to his public service, Dr. Pappas is a leading orthopedist and has been a teacher and mentor to many medical students. He is also a pioneer in the field of sports medicine and has served as the team physician to the Boston Red Sox for many years. Through his private practice and work with the Red Sox, Dr. Pappas has advanced the medical knowledge of the proper treatment and rehabilitation of patients with debilitating injuries, and in so doing has helped thousands of patients.

Mr. Speaker, I am sure that I speak on behalf of everyone who has ever worked with Dr. Pappas or benefitted from his good works, when I offer my warmest congratulations.

INTRODUCTION OF WATER RESOURCES DEVELOPMENT ACT OF 1996

HON. BUD SHUSTER

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

Mr. SHUSTER. Mr. Speaker, today I am pleased to introduce, with my colleague from the Committee on Transportation and Infrastructure, JIM OBERSTAR, the administration's proposed authorization bill for the civil works program of the Army Corps of Engineers, the Water Resources Development Act of 1996, or WRDA.

Submitting a WRDA proposal signals the President's interest in continuing the Nation's commitment to water infrastructure. I congratulate the President and our former House colleague, the Honorable Martin Lancaster, who was recently confirmed as the Assistant Secretary of the Army for Civil Works, for their commitment to water resources development and conservation. While I cannot support some of its provisions, the bill represents an important first step in reinstating the biennial authorization process for corps projects and programs. I look forward to working with Secretary Lancaster as the committee moves forward soon with comprehensive WRDA legislation.

TRIBUTE TO LA PUENTE VALLEY REGIONAL OCCUPATIONAL PROGRAM

HON. ESTEBAN EDWARD TORRES

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 4, 1996

Mr. TORRES. Mr. Speaker, I rise today to recognize the accomplishments of the La Puente Valley Regional Occupational Program [ROP], as it celebrates 25 years of community service and putting people on a path to a meaningful and productive career.

Established in July 1970, by four sponsoring unified school districts; Bassett, Hacienda-La Puente, Rowland, and Walnut Valley, in cooperation with the county superintendent of