guzzling manufacturing processes to clean, energy-efficient ones.

An example of seemingly mundane but significant environmental innovation comes from Micell Technologies, a start-up firm based in North Carolina, in the heart of the famed Research Triangle.

Formed in 1995 by three scientists—Joseph DeSimone, Timothy Romack and James McClain—Micell employs just 26 people. This small team is on the verge of solving one of this nations' most pervasive environmental problems.

Today, most dry cleaners rely on toxic solvents, such as percholoroethylene, or PERC, which can contaminate ground water and may cause cancer in humans after long-term exposure. While liquid carbon dioxide has long been seen as an environmentally positive alternative, it has not fared well in the marketplace because it simply cannot clean garments to acceptable standards by itself.

Led by DeSimone, a soft-spoken chemistry professor who co-invented the process with his students, scientists at UNC-Chapel Hill, developed new detergents that dissolve in liquid CO2.

Not only is the toxic substance PERC removed from the dry cleaning equation, but Micell's two new cleaning systems, Micare and Miclean, separate and recover the CO2 and detergents they use. Those waste products can then be recycled—an important factor in preventing run-off pollution from reaching sensitive waterways.

Just as important, Micell's innovation also will play a major role in protecting the health of tens of thousands employees in America's dry cleaning industry—and quite likely millions of their customers as well.

The firm's accomplishment caught the eye of R&D Magazine, which named it a winner of its annual R&D 100 Awards, long regarded as the ''Oscars of Invention.''

Thus, a humble dry cleaner joins the fax machines, antilock brakes, and the ubiquitous ATM created by far larger corporations as a leader in cutting-edge technology.

Micell's experience shows that academic research and small company entrepreneurship may be the fastest—and greenest—path to the marketplace.

Congress should speed the discovery process by establishing new R&D tax credits and low-interest loans to encourage small businesses and universities to expand research activities.

The House and Senate Appropriations Committees recently pledged to double funding for the National Institutes of Health over five years—for starters—increasing NIH funding by $2 billion this year. Experts in the medical community believe the funding increase will pay huge public health dividends.

Similarly, significant increases in federal funding that supports research for new environmental technologies also will produce big benefits for Americans—less pollution-driven disease, a greener planet and new industries that create jobs and enhance prosperity.

Continuing technological innovation is the key to America's economic and environmental health as it enters the 21st century. Congress should move quickly to bolster R&D and tax incentives in this key area. The time to act is now, while the U.S. still enjoys global economic dominance.●

RECOGNITION FOR RID-REMOVE INTOXICATED DRIVERS

● Mr. D'AMATO. Mr. President, 1998 marks the 20th anniversary of RID-Remove Intoxicated Drivers. Formed in 1978 by Doris Aiken in New York, the organization has focused its efforts on educating the public on the impact of abusive alcohol use, offering support for the victims of drunk drivers and advocating for stricter laws on DWI.

RID has lobbied for the enactment of laws that will eliminate plea bargains for repeat offenders and funds for anti-DWI enforcement. With all their hard work, RID is able to claim credit for high safety ratings experienced in New York State. RID has also advocated for the lowering of the blood alcohol content from .1% to .08% as well as enhanced penalties for drunk drivers whose passengers are minors.

The National Highway Traffic Safety recognized the accomplishments of RID and awarded them the 1998 Public Service Award for their effective campaign to deter drunk driving. Their efforts contributed to New York being selected as having one of the safest records against drunk driving in the Nation for the fifth year.

In 1996, over 17,000 people died in drunk driving accidents, accounting for 41% of the total traffic fatalities of that year. While there was a 29% reduction from the alcohol related fatalities in 1986, it is still high—17,126 people too high. The senseless death of these individuals, the pain and anguish experienced by the family and friends and the hundreds of thousands who were injured can never truly be expressed through statistics. RID's accomplishments are for these victims and for potential victims of alcohol-related accidents.

I would like to add my congratulations to the many that RID has already received—on being recognized for their achievements in curbing drunk driving and on their 20 years of public service.●

COMMENDING THE BAY COUNTY WOMEN'S CENTER

● Mr. ABRAHAM Mr. President, I rise today to recognize an important event in my home state of Michigan. In conjunction with National Domestic Violence Awareness Month, the Bay County Women's Center has planned a Candlelight Vigil and Speakout. The vigil recognizes survivors, family members, and those who have lost their lives to domestic violence, in addition to educating the community about the resources available to the victims of domestic violence.

The Bay County Women's Center reaches out to survivors of physical, emotional, and sexual abuse. It provides a safe, supportive, non-judgmental environment for survivors to make decisions about their lives and families. In addition to offering extensive counseling, the Center goes so far as to assist with job search skills, housing options, and child care services.

The Vigil and Speakout draw attention to a problem that is all too common in hopes that we can work together toward a solution. It will join citizens, groups of professionals, and community leaders in an effort to stress to the Bay community that violence is inexcusable and will not be tolerated. Because the tragedy of domestic violence affects far too many American families, I commend the tireless work of the Bay County Women's Center in helping reverse domestic violence statistics and assist the victims of violence. The Center is truly an invaluable asset to Michigan's families.●

RECOGNITION OF PHILIP AND MARGE ODEEN

● Mr. JOHNSON. Mr. President, I want to take this opportunity to recognize Philip and Marge Odeen of Virginia. These two natives of Yankton, South Dakota have been selected by the Northern Virginia Community Foundation to receive the 1998 Northern Virginia Community Founder's Award. The Founder's Award is presented each year to those citizens who have consistently demonstrated a commitment to both civic and humanitarian concerns, while making a substantial contribution to improving the quality of life in Northern Virginia. The Founder's Award is a tribute to the Odeens' leadership in all of these areas.

From the time they moved east in 1960, the Odeens made an immediate impact in the areas of commerce, public affairs, the arts, and community improvement. Phil distinguished himself in the public sector at the National Security Council, later as a co-founder of the World Affairs Council, and most recently in his work with BDM International and TRW. Marge's endeavors on behalf of Northern Virginia Community College and the Women's Center have also been noted for their success.

Throughout their professional careers Phil and Marge have always found a way to donate time and effort to worthy causes such as the Salvation Army, Childhelp USA, the Heart Association, and the Wolf Trap Foundation. They have given freely to non-profit organizations in terms of time and money, have consistently taken the lead in getting others involved, and most importantly have positively affected the lives of numerous men, women, and children in the Washington area.

I would like to commend the Odeens for their numerous contributions to the Northern Virginia Community; their community leadership serves as a model for the citizens of both Virginia and South Dakota to emulate.●

THE CHARTER SCHOOL EXPANSION ACT OF 1998

● Mr. COATS. Mr. President, I am pleased with the passage by UC of the bipartisan substitute amendment to HR 2616, the Charter School Expansion Act. Senator LIEBERMAN and I introduced this bill last November to help further expand the charter school movement which is so successfully providing new educational opportunities

for children all around this country. This bill passed unanimously out of the Labor Committee and was unanimously approved by the Senate last night.

This important bill builds upon the great success of the original charter school legislation which Senator LIEBERMAN and former Senator Durenberger introduced in 1994. The Federal Charter School Grant Program provides seed money to charter school operators to help them pay for the planning, design and initial implementation of a charter school. Since this program's inception, the number of charter schools has tripled, with over 1100 charter schools now operating in 33 States and the District of Columbia.

Charter schools are independent public schools that have been freed from onerous bureaucratic and regulatory burdens in order to pursue clear objectives and goals aimed at increasing student achievement. To increase student achievement, charter schools are able to design and deliver educational programs tailored to meet the needs of their students and their communities.

It is the individualized education available to students through charter schools that makes this a desirable educational alternative for many families. Charter schools give families an opportunity to choose the educational setting that best meet their child's needs. For many low-income families in particular, charter schools provide their first opportunity to select an educational setting which is best suited for their child.

Parents and educators have, in turn, given these programs overwhelmingly high marks. Broad-based studies conducted by the Department of Education and the Hudson Institute show that charters are effectively serving diverse populations, particularly disadvantaged and at-risk children, that traditional public schools have struggled to educate.

With results like these, it is no wonder that some of the strongest support for charter legislation comes from low-income families. Not only do these parents now have real educational choices, but they are actually needed in the charter school environment for everything from volunteering to coaching, fundraising, and even teaching. This direct involvement of families is helping to build small communities centered around the school.

Charter schools can be started by anyone interested in providing a quality education: Parents, teachers, school administrators, community groups, businesses and colleges can all apply for a charter. And, importantly, if these schools fail to deliver a high-quality education, they will be closed—either through a district or State's accountability measures or from lack of students. Accountability is literally built into the charter school process—the school must comply with the provisions in its charter, and unhappy parents and students can leave if they are not satisfied.

Additionally, a survey conducted last fall by the National School Boards Association (NSBA) found that the charter movement is already having a positive ripple effect that is being felt in many local public school districts. The NSBA report cites evidence that traditional public schools are working harder to please local families so they won't abandon them to competing charter schools, and that central administrators often see charters as ''a powerful tool'' to develop new ideas and programs without fearing regulatory roadblocks.

Several other studies have recently been released highlighting the success of charter schools around the country. Among other things, these studies have shown that charter schools have successfully met and surpassed the standards outlined in their charters, attracted significant proportions of minority and low-income students, and have higher parental approval rates than public schools.

The results of these studies point to important ways to improve and reinvent public education as a whole. The implications from the success of charter schools indicate that public schools should be consumer-oriented, diverse, results-oriented, and professional places that also function as mediating institutions in their communities.

The purpose of this bill is to further encourage the growth of high-quality charter schools around the country. This bill provides incentives to encourage States to increase the number of high quality charter schools in their State. To qualify for funding under this bill, States must satisfy two criteria. First, they must provide for review and evaluation of their charter schools by the public chartering agency at least once every five years to ensure that the charter school is meeting the terms of its charter and meeting its academic performance requirements. And second, States meet at least one of three priority criteria:

The State has demonstrated progress in increasing the number of high quality charter schools that meet clear and measurable objectives for the educational progress of their students;

The State provides an alternative to the local educational agency as the public chartering agency through either another authorized public chartering agency or an appeals process; or

The State ensure that each charter school has a high degree of automony over the charter school's budgets and expenditures.

These priority criteria were included to encourage States to develop charter school laws that promote diversified educational opportunities balanced with high expectations, clear objectives, and strong accountability measures.

This bill continues the primary focus of charter school grants for the planning, design and implementation costs of new charter schools. This bill adds another purpose for which grants can be used by States—States may now reserve up to 10 percent of their grant funds to support the dissemination activities of successful charter schools. These dissemination grants can go to charter school operators to help encourage education reform by spreading the lessons learned by successful charter schools and assist in the creation of new charters and the reform and reinvigoration of other public schools.

To help ensure that the amount of the federal grants are proportional to the level of charter school activity in the State, this bill directs the Secretary to take into consideration the number of charter schools in operation, or that have been approved to open.

During drafting of this bill, the single greatest concern I heard from charter school operators related to their ability to access their fair share of federal education funding. And so, to ensure that charter schools have enough funding to continue once their doors are opened, this bill provides that charter schools get their fair share of federal programs for which they are eligible, such as Title 1 and IDEA. The bill also directs States to inform their charter schools of any Federal funds to which they are entitled.

This bill also increases the financing options available to charter schools and allows them to utilize funds from the Title VI block grant program for start-up costs.

Because it is so important that charter schools are held accountable in return for the flexibility they are given from Federal, state and local laws and regulations, this amendment includes several significant provisions which strengthen accountability. First, under the priority criteria, States must review and evaluate their charter schools at least once every five years to ensure that they are meeting the terms of their charter and their academic performance requirements. They are rewarded for increasing the number of high quality charter schools that are ''held accountable in their charter for meeting clear and measurable objectives for the educational progress of their students.''

The definitions section of the bill also stresses accountability by requiring a written performance contract with the authorized chartering agency in the State. These written performance contracts include clearly defined objectives for the charter school to meet in return for the autonomy they are given. The performance objectives in the contract are to be measured by State assessments and other assessments the charter wishes to use.

I am confident that this amendment will build on and contribute to the success of the charter school movement. This bill stresses the need for high quality, accountable schools which are given autonomy they need to provide the best educational opportunity for their students.

With the passage of this bill, a strong signal will be sent to parents and

teachers all across this country that they are not alone in their struggle to improve education. We hope to ease their struggle by enabling new charter schools to be developed. More charter schools will result in greater accountability, broader flexibility for classroom innovation, and ultimately more choice in public education. I urge my colleagues to increase educational opportunities for all children by supporting this bill.

Mr. President, I would like to thank Senator LIEBERMAN for his tremendous leadership in the area of educational reform. He and I have worked closely on a number of issues over the last several years, and I want to commend him, in particular, for his strong support and leadership on issues concerning increasing educational opportunities for low-income children. He understands so clearly the fundamental importance of providing a high quality education in a safe environment to our neediest children. In addition to this charter schools bill, which will help to increase educational opportunities for low-income children, Senator LIEBERMAN and I have worked closely for the last 4 years to gain support for publicly-funded scholarships for low-income children. I want to thank him for his unwavering commitment to this issue and his vitally important leadership. His efforts have done much to win bipartisan support for both charter schools and low-income scholarships and I thank him for his strong commitment to our country's neediest children. With the passage of this charter schools bill, Senator LIEBERMAN and I have the pleasure of seeing the first of our joint educational reform initiatives move closer to becoming law.

Mr. President, I ask that a summary of the study results to which I referred be printed in the RECORD.

The summary follows:

FINDINGS FROM KEY STUDIES ON CHARTER SCHOOLS

The Department of Education released its first formal report on its study of charter schools in May 1998. Key first-year findings include:

The two most common reasons for starting public charter schools are flexibility from bureaucratic laws and regulations, and the chance to realize an educational vision.

In most states, charter schools have a racial composition similar to statewide averages or have a higher proportion of minority students.

Charter schools enroll roughly the same proportion of low-income students, on average, as other public schools.

The Hudson Institute has also undertaken its own two-year study of charter schools, entitled ''Charter Schools in Action.'' Their research team traveled to 14 states, visited 60 schools, and surveyed thousands of parents, teachers, and students. Some of this study's key findings include:

Three-fifths of charter school students report that their charter school teachers are better than their previous school's teacher.

Over two-thirds of parents say their charter school is better than their child's previous schools with respect to class size, school size, and individual attention.

Over 90 percent of teachers are satisfied with their charter school's educational philosophy, size, fellow teachers, and students.

Among students who said they were failing at their previous school, more than half are now doing ''excellent'' or ''good'' work. These gains were dramatic for minority and low-income youngsters and were confirmed by their parents.

Most of the top charter schools are not only meeting the high standards they have set for themselves, but surpassing them.●

● Mr. LIEBERMAN. Mr. President, last night the Senate unanimously approved H.R. 2616, the Charter School Expansion Act, a piece of legislation that Senator COATS and I, along with many others, have been working on for the better part of the past two years. the House is expected to pass this bill today under suspension and send on to the President, who has pledged to sign it into law.

I rise today to express my deep appreciation to our colleagues for their strong bipartisan support of this bill, and to add a few brief words about the significance of its passage, which I am afraid may get lost amidst the last-minute flurry of activity this week before Congress adjourns.

It would not be too difficult to overlook this legislation. Compared to some of the high-profile education bills we have considered recently, this is a modest and largely anonymous proposal, which will strengthen our support for charter schools and encourage states to create more of these innovative, independent programs. It will not fix all or even much of what ails our public education system. It will not singlehandedly sate the demands of parents for safer schools, better teachers, smaller classes, and smarter students. Nor will it settle the longstanding and often inflammatory debate over education reform that has divided the parties and effectively stymied the efforts of this Congress to respond to the public's growing concerns.

But nevertheless, I believe that this may turn out to be one of the most important and constructive bills that we enact into law during this season. What we have agreed to do today will help take the charter school model from novelty to the norm in this country, and thereby bolster the most promising engine of education reform at work in America today. The Charter School Expansion Act will spur the growth of hundreds of high-quality and highly-accountable schools of choice, which in the next few years will expand the educational opportunities available to thousands of American children, and could over the long haul help to reshape the public school for the 21st Century.

Perhaps just as noteworthy as what this legislation will do, though, is the simple fact that we agreed to do it. As my colleagues are well aware, we have struggled throughout this Congress to reach a consensus on how to improve our schools, fighting a series of pitched partisan battles that have bogged down several thoughtful proposals from both sides, and leaving the public to question our ability to address these critical issues. By adopting this bill with unanimous support, I think we have made an important statement that we can get things done, that we can find common ground to strengthen the common school. And I am hopeful, despite the deep policy differences still dividing many of us, that this bill will lay the groundwork for more bipartisan cooperation next year as we prepare to reauthorize the massive Elementary and Secondary Education Act and proceed with what may be the most consequential education debate of our lifetime.

In marking this accomplishment, I want to thank Senator COATS, who I have had the great pleasure of working on many education reform initiatives over the last few years, and our fellow cosponsors, Senators KERREY of Nebraska, D'AMATO, and LANDRIEU, who made this a bipartisan effort from the start. I will sorely miss Senator COATS' partnership next year as this great education debate continues, but I am glad that, after many years of frustratingly close votes we have endured together, he can leave on a resounding note of success.

I particularly want to thank the chairman and ranking member of the Labor Committee, Senators JEFFORDS and KENNEDY, for their leadership in shepherding this bill to the floor. I know there were some difficult issues that had to be resolved to bring our proposal out of committee, and I am grateful to my colleagues from Vermont and Massachusetts for the time and energy they devoted to getting that done. We simply could not have beat the legislative clock were it not for their persistence and skilled bridge-building.

I also want to pay tribute to our former colleague, Senator Durenberger, whose vision and creativity made this legislation possible in the first place. In 1992 and 1993, a band of pioneering teachers and parents in Minnesota founded the nation's first charter schools, and their efforts inspired Senator Durenberger to propose a national pilot program to help other communities around the country experiment with this progressive reform model. I was proud to join with Senator Durenberger four years ago in cosponsoring the bill authorizing this pilot program, now known as the Federal Charter School Grant Program. Congress approved this initiative with strong bipartisan majorities, and in the years since it has provided $75 million to help new charters to defray the burdensome cost of starting a school from scratch.

Today, thanks in part to this Federal seed money, the charter school movement has quickly spread throughout the nation. As of this fall, more than 1,100 charters are operating in 26 states, including my home state of Connecticut, as well as the District of Columbia, quadrupling the number that were in business just four years ago. In the past nine months alone, four additional states passed new charter laws, and more than a half dozen

others strengthened their laws and significantly expanded their programs. In California, for example, the state legislature broadly supported a move to raise the state cap on charters from 100 to 250 of this year and allow the creation of 100 additional schools each succeeding year. And just last month in Texas, the state board of education approved the creation of 85 new schools, more than doubling the existing number.

This is truly a grass-roots revolution, led by parents and teachers and community activists, which is seeking to reinvent the public school and take it back to the future, reconnecting public education to some of our oldest, most basic values—ingenuity, responsibility, accountability—and refocusing its mission on doing what's best for the child instead of what's best for the system.

The results so far have been quite encouring. Parents of charter school students overwhelmingly give their programs high marks, particularly for their responsiveness and the sense of community they foster. Also, broad-based studies done by the Hudson Institute and the Education Department show that charters are effectively serving diverse populations, especially many of the disadvantaged and at-risk children that traditional public schools have struggled to educate. And while it's too soon to determine what impact charter schools are having on overall academic performance, the early returns suggest that charters are succeeding where it matters most, in the classroom.

A survey done last fall by the National School Boards Association found that the charter movement is already having a positive ripple effect that is being felt in many local public school districts. The NSBA report cites evidence that traditional public schools are working harder to please local families so they won't abandon them to competing charter schools, and that central administrators often see charters as a ''a powerful tool'' to develop new ideas and programs without fearing regulatory roadblocks.

The most remarkable aspect of the charter movement may be that it has managed to bring together citizens, educators, business leaders and politicians from across the political spectrum in support of a mutual goal to better educate our children through more choice, more flexibility and more accountablity in our public schools. In these grass-roots, as I suggested above, may lie the roots of a consensus for renewing the promise of public education and ending the left-right stalemate that has too often impeded the reform debate.

We want to build on that broad agreement at the local and state level and do what we can at the Federal level to support and encourage the growth of this movement, which is just what the legislation we approved today will do. It starts by revamping the charter grant program to focus it more on helping states and local groups create new schools and meet the President's goal of creating 3,000 charters by the year 2000.

Specifically, it calls for gradually increasing the grant funding over the next several years, and then better targeting those additional dollars to the states that are serious about expanding their charter program. It would do so by establishng several ''priority'' criteria that would give preference in awarding start-up grants to those states that show real progress in creating high-quality, highly-accountable charters. Our hope is that these changes will give states that have been slow to embrace the charter movement an incentive to get on board. The intent is not to punish those states that are moving cautiously, but instead to reward the ones that are prepared to harness this progressive force for change and encourage others to do the same.

The CSEA would also tighten some unintended loopholes in the original statute that have hampered the effectiveness of the program, ensure that charter schools receive their fair share of funding from the major Federal categorical grant programs, and take some initial steps to widen the pool of funding sources for those charters that are struggling to stay alive. And to enhance the potential for all children to benefit from charter successes, this legislation directs the Secretary of Education to work with the states to in effect establish an ''innovation pipeline'' that would share information about what is working in charter schools to public school districts around the country.

That, in the end, is really what this bill and the charter school movement in general are all about, which is improving the whole of our public education system. As Norman Atkin, a founder and director of the North Star Academy Charter School in Newark, has said, charter schools have the potential to serve as the ''R&D arm'' of public education, incubating new ideas that could benefit millions of students. And in time hopefully every public school will put into practice the principles undergirding the charter model, and every public school will be liberated from some of the top-heavy bureaucracy that too often suffocates them and in turn pledge to meet high standards of achievement for which they will be held strictly accountable, and every public school will benefit from the positive forces of choice and competition.

For now, we have taken an important step toward that goal today, and passed a piece of legislation that I am confident will make a real and immediate difference in the lives of many children in this country. I again want to thank my colleagues for their broad vote of confidence in the charter movement, and I look forward to working with them next year on new blueprint for education reform that will incorporate the substance and spirit of what we have achieved today.●

UNANIMOUS CONSENT AGREEMENT—HOUSE JOINT RESOLUTION CONTINUING GOVERNMENT FUNDING

Mr. COATS. Mr. President, I ask unanimous consent that when the Senate receives from the House the House joint resolution that will continue Government funding until midnight Monday, October 12, 1998, with no amendments, it be considered agreed to and the motion to reconsider be laid upon the table.

The PRESIDING OFFICER. Without objection, it is so ordered.

APPOINTMENT BY THE VICE PRESIDENT

The PRESIDING OFFICER. The Chair, on behalf of the Vice President, in accordance with 22 U.S.C. 1928a–1928d, as amended, appoints the following Senators as members of the Senate Delegation to the North Atlantic Assembly during the Second Session of the 105th Congress, to be held in Edinburgh, United Kingdom, November 9–14, 1998:

The Senator from Utah (Mr. HATCH);

The Senator from Virginia (Mr. WARNER);

The Senator from Iowa (Mr. GRASSLEY);

The Senator from Pennsylvania (Mr. SPECTER);

The Senator from Arkansas (Mr. HUTCHINSON);

The Senator from Alabama (Mr. SESSIONS);

The Senator from Oregon (Mr. SMITH);

The Senator from Tennessee (Mr. THOMPSON);

The Senator from Arkansas (Mr. BUMPERS);

The Senator from Maryland (Ms. MIKULSKI); and

The Senator from Hawaii (Mr. AKAKA).

EXPRESSING SENSE OF SENATE ON COMPLETION OF CONSTRUCTION OF WORLD WAR II MEMORIAL

Mr. COATS. Mr. President, I ask unanimous consent that the Senate proceed to the immediate consideration of S. Res. 296 submitted earlier today by Senator KERREY.

The PRESIDING OFFICER. Without objection, it is so ordered. The clerk will report.

The assistant legislative clerk read as follows:

A resolution (S. Res. 296) expressing the sense of the Senate that, on completion of construction of a World War II Memorial in Area 1 of the District of Columbia and its environs, Congress should provide funding for the maintenance, security, and custodial and long-term care of the memorial by the National Park Service.