

the Act more responsive to the needs of America's seniors.

With this reauthorization Congress was able to add an important component to the Act. The program authorized \$125 million to establish a new National Family Caregiver Support Program to provide grants to states to provide information and services to family caregivers. Because of the importance of this program, the Special Committee on Aging will be holding a hearing May 17 to examine its implementation.

In the tradition of Older Americans' Month, I am introducing a resolution in the Senate calling on the people of the United States to observe the month of May 2001 as Older Americans' Month and to encourage all Americans to promote awareness through ceremonies, programs, and other activities that promote acknowledgment, gratitude, and respect for American seniors.

I ask all of you to celebrate with me Older Americans' Month this May.

SENATE RESOLUTION 79—DESIGNATING MAY 1, 2001, AS "NATIONAL CHILD CARE WORTHY WAGE DAY"

Mr. CORZINE (for himself, Mr. KENNEDY, Mr. DODD, Mrs. CARNAHAN, Mr. CLELAND, Mrs. MURRAY, Mr. DURBIN, Mr. KERRY, and Mr. FEINGOLD) submitted the following resolution; which was referred to the Committee on the Judiciary.

S. RES. 79

Whereas approximately 13,000,000 children are in out-of-home care during part or all of the day so that their parents may work;

Whereas the average salary of early childhood educators is \$15,000 per year, and only 1/3 have health insurance and even fewer have a pension plan;

Whereas the quality of child care and other early childhood education programs is directly linked to the quality of early childhood educators, and low wages make it difficult to attract qualified individuals to the profession;

Whereas the turnover rate of early childhood educators is approximately 30 percent per year because of low wages and lack of benefits, making it difficult to retain high quality educators, and research has demonstrated that young children require caring relationships to have a consistent presence in their lives for their positive development;

Whereas the compensation of early childhood educators must be commensurate with the importance of the job of helping the young children of the United States develop their social, emotional, physical, and intellectual skills to be ready for school;

Whereas the cost of adequate compensation cannot be funded by further burdening parents with higher child care fees but requires public as well as private resources so that quality care and education is accessible for all families; and

Whereas the Center for the Child Care Workforce and other early childhood education organizations recognize May 1st as National Child Care Worthy Wage Day: Now, therefore, be it

Resolved, That the Senate—

(1) designates May 1, 2001, as "National Child Care Worthy Wage Day"; and

(2) requests that the President issue a proclamation calling on the people of the

United States to observe "National Child Care Worthy Wage Day" by honoring early childhood educators and programs in their communities and by working together to resolve the early childhood educator compensation crisis.

Mr. CORZINE. Mr. President, I rise today to introduce a resolution supporting National Child Care Worthy Wage Day, which I hope will be giving attention to early childhood education and the importance of attracting and retaining qualified childcare workers.

Every day, approximately 13 million children are cared for outside the home so that their parents can work. This figure includes 6 million of our nation's infants and toddlers. Children begin to learn at birth, and the quality of care they receive will affect them for the rest of their lives. Early childcare affects language development, math skills, social behavior, and general readiness for school. Experienced childcare workers can identify children who have development or emotional problems and provide the care they need to take on life's challenges. Through the creative use of play, structured activities and individual attention, childcare workers help young children learn about the world around them and how to interact with others. They also teach the skills children will need to be ready to read and to learn when they go to school.

Unfortunately, despite the importance of their work, the committed individuals who nurture and teach our nation's young children are undervalued. The average salary of a childcare worker is about \$15,000 annually. In 1998, the middle 50 percent of child care workers and pre-school teachers earned between \$5.82 and \$8.13 an hour, according to the Department of Labor. The lowest 10 percent of childcare workers were paid an hourly rate of \$5.49 or less. Only one third of our nation's childcare workers have health insurance and even fewer have pension plans. This grossly inadequate level of wages and benefits for childcare staff has led to difficulties in attracting and retaining high quality caretakers and educators. As a result, the turnover rate for childcare providers is 30 percent a year. This high turnover rate interrupts consistent and stable relationships that children need to have with their caregivers.

If we want our children cared for by qualified providers with higher degrees and more training, we will have to make sure they are adequately compensated. Otherwise, we will continue to lose early childhood educators with BA degrees to kindergarten and first grade, losing some of our best teachers of young children from the early years of learning.

In order to bring attention to childcare workers, I am sponsoring a resolution that would designate May 1st as National Child Care Worthy Wage Day. On May 1st each year, childcare providers and other early childhood professionals nationwide

conduct public awareness and education efforts highlighting the importance of good early childhood education.

I encourage my colleagues to join me in recognizing the importance of the work and professionalism that childcare workers provide and the need to increase their compensation accordingly. The nation's childcare workforce, the families who depend on them, and the children they care for, deserve our support.

AMENDMENTS SUBMITTED AND PROPOSED

SA 355. Mr. ALLARD submitted an amendment intended to be proposed by him to the bill S. 1, to extend programs and activities under the Elementary and Secondary Education Act of 1965; which was ordered to lie on the table.

SA 356. Mr. CORZINE (for himself, Mr. ENZI, and Mr. AKAKA) submitted an amendment intended to be proposed by him by the bill S. 1 supra; which was ordered to lie on the table.

TEXT OF AMENDMENTS

SA 355. Mr. ALLARD submitted an amendment intended to be proposed by him to the bill S. 1, to extend programs and activities under the Elementary and Secondary Act of 1965; which was ordered to lie on the table; as follows:

On page 521, between lines 18 and 19, insert the following:

SEC. 405. AMENDMENT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

Part D of the Individuals with Disabilities Education Act (20 U.S.C. 1451 et seq.) is amended by adding at the end the following:

"Chapter 3—Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities Through the Provision of Certain Services

"SEC. 691. FINDINGS.

"Congress makes the following findings:

"(1) Approximately 1,000,000 children and youth in the United States have low-incidence disabilities which affects the hearing, vision, movement, emotional, and intellectual capabilities of such children and youth.

"(2) There are 15 States that do not offer or maintain teacher training programs for any of the 3 categories of low-incidence disabilities. The 3 categories are deafness, blindness, and severe disabilities.

"(3) There are 38 States in which teacher training programs are not offered or maintained for 1 or more of the 3 categories of low-incidence disabilities.

"(4) The University of Northern Colorado is in a unique position to provide expertise, materials, and equipment to other schools and educators across the nation to train current and future teachers to educate individuals that are challenged by low-incidence disabilities.

"SEC. 692. NATIONAL CENTER FOR LOW-INCIDENCE DISABILITIES.

"In order to fill the national need for teachers trained to educate children who are challenged with low-incidence disabilities, the University of Northern Colorado shall be designated as a National Center for Low-Incidence Disabilities.

"SEC. 693. SPECIAL EDUCATION TEACHER TRAINING PROGRAMS.

"(a) GRANT.—The Secretary shall award a grant to the University of Northern Colorado