

six who decide not to accept job offers. Half of the applicants not accepting a teaching position in that district indicated that their decision was related to the lack of housing options.

Recently, I traveled throughout rural Alaska with Education Secretary Rod Paige. I wanted him to see the challenges of educating children in such a remote and rural environment. At one rural school, the principal must sleep in his office due to the lack of housing in that village. In the same village, there is not enough housing for each teacher to have their own separate home—several teachers must share a single home. Therefore, there is not enough room for the teachers' spouses.

Rural Alaskan school districts also experience a high annual rate of teacher turnover due to the dearth of affordable housing. Apparently, up to 30 percent of teachers leave rural school districts due to housing issues. How can we expect our children to thrive and to meet the mandates of the No Child Left Behind Act in such an educational environment? Clearly, the lack of affordable teacher housing in rural Alaska is an issue that needs to be addressed in order to ensure that children in rural Alaska receive an educational experience that is second to none and is also respectful of cultural differences.

My bill authorizes the Department of Housing and Urban Development to provide funds to States to address the shortage of teacher housing in rural areas in Alaska and in the rest of our Nation. Specifically, my bill provides funds to States that have a population of 1 million or fewer people and include qualifying municipalities, which have populations of 6,500 or fewer people and also do not have direct access to either a State or interstate highway system. The appropriate state housing authority will accept such funds and will then transfer the funds to an eligible school district in a qualifying municipality. An eligible school district must be within the boundaries of an Indian reservation, one or more Alaska Native villages or land owned by one or more Alaska Native village corporations. This legislation will allow the eligible school districts to address the housing shortage in the following ways: construct housing units, purchase and rehabilitate existing housing units, or rehabilitate housing units that are already owned by a school district. Once this phase is complete, eligible school districts shall provide the housing to teachers or other school staff under terms agreed upon by the school district and the teacher or other staff.

It is imperative that we address this important issue immediately and allow the flexibility for the disbursement of funds to be handled at the local level. The quality of education of our rural children is at stake.

I ask unanimous consent that the text of the bill be printed in the RECORD.

There being no objection, the bill was ordered to be printed in the RECORD, as follows:

S. 1205

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

**SECTION 1. SHORT TITLE.**

The Act may be cited as the "Rural Teacher Housing Act of 2003".

**SEC. 2. DEFINITIONS.**

In this Act:

(1) **ELEMENTARY SCHOOL.**—The term "elementary school" has the meaning given that term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(2) **ELIGIBLE SCHOOL DISTRICT.**—The term "eligible school district" means a school district located within a qualified municipality within an eligible State and is within the boundaries of—

(A) Indian lands;

(B) 1 or more Native villages; or

(C) land owned by 1 or more Village Corporations.

(3) **ELIGIBLE STATE.**—The term "eligible State" means any State having a population of fewer than 1,000,000 people, based upon the most recent Government census.

(4) **INDIAN LANDS.**—The term "Indian lands" has the meaning given that term in section 2103 of the Revised Statutes (25 U.S.C. 81).

(5) **NATIVE VILLAGE.**—The term "Native village" has the meaning given that term in section 3 of the Alaska Claims Settlement Act (43 U.S.C. 1602).

(6) **OTHER STAFF.**—The term "other staff" means pupil services personnel, librarians, career guidance and counseling personnel, education aides, and other instructional and administrative personnel.

(7) **QUALIFIED MUNICIPALITY.**—The term "qualified municipality" means a municipality or unorganized borough within an eligible State—

(A) that has a total population of 6,500 or fewer people, based upon the most recent Government census; and

(B) does not have direct access to either a State or interstate highway system.

(8) **SECONDARY SCHOOL.**—The term "secondary school" has the meaning given that term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(9) **SECRETARY.**—The term "Secretary" means the Secretary of Housing and Urban Development.

(10) **TEACHER.**—The term "teacher" means an individual who is employed as a teacher in a public elementary or secondary school, and meets the certification or licensure requirements of the eligible State.

(11) **VILLAGE CORPORATION.**—The term "Village Corporation" has the meaning given that term in section 3 of the Alaska Claims Settlement Act (43 U.S.C. 1602).

**SEC. 3. RURAL TEACHER HOUSING PROGRAM.**

(a) **GRANTS AUTHORIZED.**—The Secretary shall provide funds to eligible States, in accordance with such procedures as the Secretary determines are appropriate, to be used as provided in subsection (b).

(b) **USE OF FUNDS.**—

(1) **IN GENERAL.**—Funds received pursuant to subsection (a) shall be used by the eligible State to make grants to eligible school districts to be used as provided in paragraph (2).

(2) **USE OF FUNDS BY ELIGIBLE SCHOOL DISTRICTS.**—Grants received by an eligible school district pursuant to paragraph (1) shall be used for—

(A) the construction of new housing units within a qualified municipality;

(B) the purchase and rehabilitation of existing housing units within a qualified municipality; or

(C) the rehabilitation of housing units within a qualified municipality that are owned by an eligible school district.

(c) **OWNERSHIP OF HOUSING.**—All housing units constructed or purchased with grant funds awarded under this Act shall be owned by the relevant eligible school district.

(d) **OCCUPANCY OF HOUSING UNITS.**—Each housing unit constructed, purchased, or rehabilitated with grant funds under this Act shall be provided to teachers or other staff who are employed by the public school district in which the housing unit is located, under terms agreed upon by the eligible school district and the teacher or other staff

(e) **COMPLIANCE WITH BUILDING CODES.**—Each eligible school district receiving a grant under this Act shall ensure that all housing units leased pursuant to subsection (d) meet all applicable State and local building codes.

(f) **MATCHING REQUIREMENT.**—Each State that receives Federal funds under this Act shall provide matching funds from non-Federal sources in an amount equal to 20 percent of such Federal funds.

**SEC. 4. AUTHORIZATION OF APPROPRIATIONS.**

There are authorized to be appropriated to the Department of Housing and Urban Development \$50,000,000 for each of the fiscal years 2004 through 2013 to carry out this Act.

**SUBMITTED RESOLUTIONS**

**SENATE RESOLUTION 160—TO EXPRESS THE SENSE OF THE SENATE THAT THE FEDERAL GOVERNMENT SHOULD ACTIVELY PURSUE A UNIFIED APPROACH TO STRENGTHEN AND PROMOTE THE NATIONAL POLICY ON AQUACULTURE**

Mr. AKAKA submitted the following resolution; which was referred to the Committee on Agriculture, Nutrition, and Forestry:

S. RES. 160

Whereas the Food and Agriculture Organization of the United Nations determined that aquaculture is the fastest growing food sector that provides animal protein for citizens of the world;

Whereas global aquacultural production (including the production of aquatic plants) has increased at an average rate of 9.2 percent per year since 1970, compared with only 1.4 percent for capture fisheries and 2.8 percent for terrestrial-farmed meat production systems;

Whereas freshwater aquacultural production increased from 15,900,000 metric tons in 1996 to 22,600,000 metric tons in 2001, marine aquacultural production increased from 10,800,000 metric tons in 1996 to 15,200,000 metric tons in 2001, and total aquacultural production increased from 26,700,000 metric tons in 1996 to 37,800,000 metric tons in 2001;

Whereas economic modeling predicts that global annual consumption of fish and shellfish per person will increase over time, from about 16 kilograms today to between 19 and 21 kilograms in 2030, due to increased health consciousness and the stronger demand for seafood products;

Whereas the United States imports more than 60 percent of its seafood products, resulting in an annual seafood trade deficit in excess of \$7,000,000,000; and

Whereas section 7109 of the Farm Security and Rural Investment Act of 2002 (Public Law 107-171; 116 Stat. 436) reauthorized the National Aquaculture Act of 1980 (16 U.S.C. 2801 et seq.) until 2007, but did not adequately address emerging national issues

such as offshore aquaculture development, water quality concerns, invasive species impacts, and a coordinated siting, permitting, and licensing process: Now, therefore, be it

*Resolved*, That the Senate calls on the Federal Government to actively pursue a unified approach to strengthen and promote the national policy on aquaculture, including as priorities—

(1) ensuring the sustainable development of production where aquaculture is economically viable, environmentally feasible, and culturally acceptable;

(2) analyzing the supply and demand for domestic and exported aquacultural products to enable the United States to compete in the global marketplace;

(3) increasing the availability of new technical and scientific information that supports aquaculture development;

(4) with regard to marine aquaculture, providing encouragement and identification of marine zones favorable to aquaculture that take into consideration desired environmental conditions and potential use conflicts; and

(5) establishing a goal of a 5-fold increase in United States aquacultural production by 2025.

Mr. AKAKA. Mr. President, I rise today to submit a resolution which calls upon the Federal Government to actively pursue a unified approach to strengthen our national policy on aquaculture. The United States has allowed its seafood trade deficit to reach \$7 billion by importing over 60 percent of its seafood products from foreign countries, a distressing statistic. My resolution calls for immediate action by local, State, and Federal agencies to cooperatively reduce this seafood trade deficit. The United States must step forward to meet the growing consumer demand for seafood products that are sustainable, economically viable, environmentally feasible, and culturally acceptable. In order to adequately address the seafood trade deficit, we must promote aquaculture by committing to a five fold increase in U.S. aquaculture production by the year 2025.

As early as 1878, Congress supported the managed production of fish in the wake of a decrease in marine fisheries off the Atlantic Coast. Almost 100 years later, our Nation made important strides to encourage U.S. aquaculture by enacting the National Aquaculture Act of 1980 to coordinate all appropriate Federal programs and policies involving aquaculture. Even though the National Aquaculture Act was reauthorized by P.L. 107-171 until the year 2007, the legislation still falls short of its goal to ensure coordination and promote a strong aquaculture industry. Producers need improved guidance to clarify and simplify regulations pertaining to siting and environmental issues, particularly for the timely development of aquaculture in offshore waters. The level of funding for research and development has been very, very low and tangible incentives for marine aquaculture have been lacking compared to those of the agriculture and fishing industries. Therefore, a new, unified Federal policy promoting aquaculture is vitally needed to transform U.S. aquaculture into a major industry.

The current trends in aquaculture both worldwide and in the United States necessitate prompt action by the Federal Government. The contribution of aquaculture to global supplies of fish, crustaceans, and mollusks is growing by 9.21 percent annually. But aquaculture industries in china, India, Japan, Thailand, and Indonesia have greatly surpassed the United States due in part to less expensive labor, lower property values, and weaker environmental regulations. In fact, the total value of aquaculture production is approximately \$61 billion worldwide; of this, the \$0.5 billion U.S. aquaculture industry is far outpaced by nations that have a 1 to 28 billion dollar value. Although U.S. aquaculture has been considered a minor industry over the years, it is rapidly becoming one of the fastest-growing industries and has vast, vast potential. The U.S. has two choices. We can either stand by and watch our seafood trade deficit grow larger than \$7 billion or we can seize this opportunity to promote a strong U.S. aquaculture industry to produce healthier foods and economic benefits for our citizens.

U.S. aquaculture development can meet the growing consumer demand for quality seafood products and, at the same time, relieve the pressure on overfished stocks. More than one billion people currently derive at least 20 percent of their animal protein from fish, and studies have predicted that this demand for seafood will only increase over time. Meanwhile, half of the world's main fish stocks are fully exploited or producing catches that have reached their maximum sustainable limits. A strong U.S. aquaculture industry will result in a net contribution to worldwide food availability, economic growth, and improved living standards.

In Hawaii, we are at the forefront of U.S. aquaculture through supportive research and production efforts for marine aquaculture. Hawaii first harvested offshore aquaculture products from sea cages in 1999 and the State awarded its first commercial lease for offshore aquaculture in State waters in the year 2001. The aquaculture technologies developed in Hawaii with high environmental standards can help lead the world in economically and environmentally sound aquaculture practices.

The U.S. needs to invest in our aquaculture industry today. This resolution recognizes the importance of aquaculture and calls for a coherent national approach to provide appropriate guidance for a sustainable aquaculture industry in different regions of the United States. This coherent, comprehensive strategy will contribute to worldwide food availability while providing much-needed economic growth within the United States. I urge my colleagues to support this measure.

SENATE RESOLUTION 161—COM-  
MENDING THE CLEMSON UNI-  
VERSITY TIGERS MEN'S GOLF  
TEAM FOR WINNING THE 2003 NA-  
TIONAL COLLEGIATE ATHLETIC  
ASSOCIATION DIVISION I MEN'S  
GOLF CHAMPIONSHIP

Mr. GRAHAM of South Carolina (for himself and Mr. HOLLINGS) submitted the following resolution; which was considered and agreed to:

S. RES. 161

Whereas on Friday, May 30, 2003, the Clemson University Tigers men's golf team won the 2003 NCAA Division I Men's Golf Championship, the first National Championship for the Clemson men's golf team;

Whereas the Tigers finished the Championship with a four-round total of 1191 strokes, for 39 shots over par, beating the second place Oklahoma State University Cowboys by two strokes;

Whereas the Tigers won the National Championship on the home course of Oklahoma State University, one of the most decorated golf schools in the Nation;

Whereas the Clemson golf team was the first in NCAA history to win its conference championship, a NCAA regional title, and the National Championship in the same year;

Whereas the Tigers started the year and ended the year as the number-one ranked team in the Nation;

Whereas the Tigers finished the season with a 128-8-3 record against opponents ranked in the top 25 teams in the country, which amounts to an incredible winning percentage of 93 percent, by far the best in the Nation and the best in Clemson history;

Whereas all of the Tigers players who participated in the NCAA Championship are native-born South Carolinians;

Whereas players D.J. Trahan, Jack Ferguson, and Matt Hendrix were honored as All-Americans for the 2002-03 season;

Whereas Head Coach Larry Penley won the Golf Coaches Association of America's Dave Williams Award as the National Coach of the Year;

Whereas the Clemson University men's golf team has displayed outstanding dedication, teamwork, and sportsmanship throughout the season in achieving collegiate golf's highest honor; and

Whereas the Tigers have brought pride and honor to the State of South Carolina: Now, therefore, be it

*Resolved*, That the Senate—

(1) commends the Clemson University Tigers for winning the 2003 National Collegiate Athletic Association Division I Men's Golf Championship;

(2) recognizes the achievements of all the team's players, coaches, and staff and invites them to the United States Capitol Building to be honored in an appropriate manner; and

(3) directs the Secretary of the Senate to make available enrolled copies of this resolution to Clemson University for appropriate display and to transmit an enrolled copy of this resolution to each coach and member of the 2003 NCAA Division I Men's Golf Championship team from Clemson University.

#### AMENDMENTS SUBMITTED AND PROPOSED

SA 854. Mrs. BOXER (for herself, Mr. LUGAR, and Ms. CANTWELL) proposed an amendment to amendment SA 850 proposed by Mr. DOMENICI (for Mr. FRIST (for himself, Mr. DASCHLE, Mr. INHOFE, Mr. DORGAN, Mr. LUGAR, Mr. JOHNSON, Mr. GRASSLEY, Mr. HARKIN, Mr. HAGEL, Mr. DURBIN, Mr. VOINOVICH, Mr. NELSON of Nebraska, Mr.