

guess that means they can hire 5 or 10 new administrators that could design a program to teach technology and attend conferences.

It says they can use the money for development and utilization of proven cost-effective strategies for the delivery of professional development activities such as technology. I guess that means if the board of education wanted to attend a conference at Disney World to learn about technology, they could use Federal money to do so.

We are celebrating the 30th anniversary of man's landing on the Moon from the Nixon administration. This bill reminds me of the Nixon administration. It is revenue sharing for public education. It is wrong, and it should be defeated.

Mr. GOODLING. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, first of all, let me say that lowering class size is a bipartisan issue. We feel just as strongly on either side that that comes about third. Parents first, and then a qualified teacher in the classroom, and then class size. What is the difference whether there are 19 or 20 or 21 or 22, if as a matter of fact there is no quality in front of that classroom?

So reducing class size, of course, is a bipartisan effort.

We discovered in California they could not do it; they could not put quality in the classroom, and that is a tragedy because now we have reduced the class size, but what we have given them instead of the teacher they had who had some quality to provide education to 20, 21, 22, 23 children, they now have someone providing anything but quality.

So, Mr. Chairman, we have heard over and over again on both sides of the aisle, what have we gotten for \$120 billion in Title I? The way it has been phrased each time I have heard it is, what have the taxpayers gotten for \$120 billion in Title I? I always change that by saying: What did the child get? Because that is the important issue. Both are important issues, but the child is very important.

So, as we reauthorize for the first time in the history of these programs, we are looking to see what did the children get for the taxpayers' dollars that were spent. And then we hear people say: Well, what did the taxpayer get for \$177 billion spent on the Elementary Secondary Education Act? I again say: What did the children get?

And we are looking at every issue making sure that the children are number one, and we want to make sure that they are quality programs; and in order to do that there has to be a quality teacher in the classroom.

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We give them that opportunity.

Mr. Speaker, we just read where they are laying off, firing, 250 teachers in Baltimore City. They say they want to get excellence, and so they are firing

them. One of my major concerns is, and I went through this when the baby boomers came and the teachers I had to employ were not those that I would have liked to have employed, but they probably could have taken some of this money and at least taken 100 of those teachers that they are going to fire and made them far better classroom teachers than they are ever going to get if they go out now and try to replace them.

So I would ask everyone to support the legislation after I offer the manager's amendment.

Mr. GARY MILLER of California. Mr. Chairman, I rise today in support of H.R. 1995.

I would like to thank Chairman GOODLING, Representative BUCK MCKEON and the other members of the House Education and Workforce Committee who worked very hard on this wonderful piece of legislation.

I am please that the language from my H.Res. 153 was included in the Manager's Amendment. The Resolution expresses the sense of the Congress that Federal funding for elementary and secondary teacher training be used first for science scholarships for elementary and secondary teachers.

As noted recently by Federal Reserve Chairman Alan Greenspan, the growth of our national economy is driven by continuous technical innovation. In order to sustain this trend, we must promote the ability of our students especially in the subjects of math and science.

Unfortunately, the lack of academic foundation is profound among high school mathematics and science teachers. More than 30 percent do not even have a college minor in math or science. Many elementary school teachers admit that they feel uncomfortable teaching science due to the lack of knowledge and understanding of scientific concepts.

Without confidence in the subject, or the depth of knowledge necessary to explain new concepts well and answer students' questions, it is not surprising that teachers are having difficulty igniting students' interest in math and science.

It is also not surprising that a large percentage of good teachers are becoming frustrated and leaving the teaching profession.

The Teacher Empowerment Act will solve this problem.

This bill sends money directly to states and localities, allowing them the flexibility to spend the money on what they need most—additional, and better trained, teachers.

H.R. 1995 focuses on the need for improved math and science education and promotes the professional development of all teachers.

The bill allows teachers (especially ones who teach math and science) to choose from among high quality professional development programs in cases where school districts fail to provide such training.

All of the professional development programs must demonstrate that (1) they increase teacher knowledge and (2) improve student academic achievement. This ensures that the programs teachers, and the students are held to high standards.

I urge my colleagues to vote in favor of H.R. 1995. It is our duty to equip our children with the education and technological skills needed to compete successfully in the new global economy.

Mr. PAUL. Mr. Chairman, I rise reluctantly to express my opposition to the Teacher Empowerment Act (H.R. 1995). Although H.R. 1995 does provide more flexibility to states than the current system or the Administration's proposal, it comes at the expense of increasing federal spending on education. The Congressional Budget Office (CBO) estimates that if Congress appropriates the full amount authorized in the bill, additional outlays would be \$83 million in Fiscal Year 2000 and \$6.9 billion over five years.

H.R. 1995 is not entirely without merit. The most important feature of the bill is the provision forbidding the use of federal funds for mandatory national teacher testing or teacher certification. National teacher testing or national teacher certification will inevitably lead to a national curriculum. National teacher certification will allow the federal government to determine what would-be teachers need to know in order to practice their chosen profession. Teacher education will revolve around preparing teachers to pass the national test or to receive a national certificate. New teachers will then base their lesson plans on what they needed to know in order to receive their Education Department-approved teaching certificate. Therefore, all those who oppose a national curriculum should oppose national teacher testing. I commend Chairman GOODLING and Chairman MCKEON for their continued commitment to fighting a national curriculum.

Furthermore, this bill provides increased ability for state and local governments to determine how best to use federal funds. However, no one should confuse this with true federalism or even a repudiation of the modern view of state and local governments as administrative agencies of the Federal Government. After all, the very existence of a federal program designed to "help" states train teachers limits a state's ability to set education priorities since every dollar taken in federal taxes to fund federal teacher training programs is a dollar a state cannot use to purchase new textbooks or computers for students. This bill also dictates how much money the states may keep versus how much must be sent to the local level and limits the state government's use of the funds to activities approved by Congress.

In order to receive any funds under this act, states must further entrench the federal bureaucracy by applying to the Department of Education and describing how local school districts will use the funds in accordance with federal mandates. They must grovel for funds while describing how they will measure student achievement and teacher quality; how they will coordinate professional development activities with other programs; and how they will encourage the development of "proven, innovative strategies" to improve professional development—I wonder how much funding a state would receive if their "innovative strategy" did not meet the approval of the Education Department! I have no doubt that state governments, local school districts, and individual citizens could design a less burdensome procedure to support teacher quality initiatives if the federal government would only abide by its constitutional limits.

Use of the funds by local school districts is also limited by the federal government. For example, local schools districts must use a portion of each grant to reduce class size, unless

it can demonstrate to the satisfaction of the state that it needs the money to fund other priorities. This provision illustrates how this bill offends not just constitutional procedure but also sound education practice. After all, the needs of a given school system are best determined by the parents, administrators, community leaders, and, yes, teachers, closest to the students—not by state or federal bureaucrats. Yet this bill continues to allow distant bureaucrats to oversee the decisions of local education officials.

Furthermore, this bill requires localities to use a certain percentage of their funds to meet the professional development needs of math and science teachers. As an OB-GYN, I certainly understand the need for quality math and science teachers, however, for Congress to require local education agencies to devote a disproportionate share of resources to one particular group of teachers is a form of central planning—directing resources into those areas valued by the central planners, regardless of the diverse needs of the people. Not every school district in the country has the same demand for math and science teachers. There may be some local school districts that want to devote more resources to English teachers or foreign language instructors. Some local schools districts may even want to devote their resources to provide quality history and civics teachers so they will not produce another generation of constitutionally-illiterate politicians!

In order to receive funding under this bill, states must provide certain guarantees that the state's use of the money will result in improvement in the quality of the state's education system. Requiring such guarantees assumes that the proper role for the Federal Government is to act as overseer of the states and localities to ensure they provide children with a quality education. There are several flaws in this assumption. First of all, the 10th amendment to the United States Constitution prohibits the Federal Government from exercising any control over education. Thus, the Federal Government has no legitimate authority to take money from the American people and use that money in order to bribe states to adopt certain programs that Congress and the federal bureaucracy believes will improve education. The prohibition in the 10th amendment is absolute; it makes no exception for federal education programs that "allow the states flexibility!"

In addition to violating the Constitution, making states accountable in any way to the federal government for school performance is counter-productive. The quality of American education has declined as Federal control has increased, and for a very good reason. As mentioned above, decentralized education systems are much more effective than centralized education systems. Therefore, the best way to ensure a quality education system is through dismantling the Washington-DC-based bureaucracy and making schools more accountable to parents and students.

In order to put the American people back in charge of education, I have introduced the Family Education Freedom Act (H.R. 935) which provides parents with a \$3,000 tax credit for K-12 education expenses and the Education Improvement Tax Cut Act (H.R. 936), which provides all citizens with a \$3,000 tax credit for contributions to K-12 scholarships and for cash or in-kind donations to schools.

I have also introduced the Teacher Tax Cut Act, which encourages good people to enter and remain in the teaching profession by providing teachers with a \$1,000 tax credit. By returning control of the education dollar to parents and concerned citizens, my education package does more to improve education quality than any other proposal in Congress.

Mr. Chairman, the Teacher Empowerment Act not only continues the federal control of education in violation of the Constitution and sound education principles, but it does so at increased spending levels. I, therefore, urge my colleagues to reject the approach of this bill and instead join me in working to eliminate the federal education bureaucracy, cut taxes, and thus return control over education to America's parents, teachers, and students.

Mr. WEYGAND. Mr. Chairman, I have several concerns about the Teacher Empowerment Act, most notably the manner in which funds may be diverted from class size reduction programs. I also have concerns that the bill does not permit the use of funds to help the development of other education professionals, including school counselors. Having witnessed the recent spate of violence in our schools, Congress must recognize the necessity for the continued development of these professionals and I am disappointed this legislation does not address this need.

I am mostly concerned, however, with what is not included in this legislation—professional development for our early childhood educators. I agree that we need to continue addressing the professional development needs of our elementary and secondary school teachers. I believe, however, that we also need to focus a great deal of our attention on the ever increasing needs of our child care workforce.

We have all seen the studies which illustrate the need to promote healthy development of the brain in the earliest of years—from zero to six. Researchers at the University of Chicago have demonstrated that a child's intelligence develops equally as much during the first four years of his or her life as it does between the ages of four and eighteen.

In order to ensure quality in child care in these crucial early years, we need dedicated and well-educated child care workers. Unfortunately, the field has historically had a significant problem attracting and retaining these quality workers. Nationally, child care teaching staffs earn an average of \$6.89 per hour or \$12,058 per year, only 18 percent of child care centers offer fully paid health coverage for teaching staff and one-third of all child care teachers leave their centers each year. According to the Center for the Child Care Workforce, preschool teachers in my state of Rhode Island earn a little over \$10 per hour and child care workers earn approximately \$7.25 per hour. Professional child care employees care for our nation's most precious resource—our children. Yet, in many instances, child care workers earn little and have one of the highest turnover rates of any profession.

I have introduced legislation, the Child Care Worker Incentive Act, which seeks to improve the quality and compensation of our early childhood education professionals through the use of scholarships. This legislation, included in the Democratic Child Care package, is modeled after a successful program begun in North Carolina and replicated in several other states. I firmly believe that we can improve the

quality of early childhood education with scholarships and increased educational opportunities for our children's early childhood education professionals.

When casting your vote today, I ask you to keep in mind the work we must still do to increase quality education for all of our children.

Mr. SALMON. Mr. Chairman, I rise today in support of H.R. 1995, the Teacher Empowerment Act. By combining and streamlining existing federal education programs, this legislation will provide states and localities with the flexibility they need to improve our children's education. I was pleased to be able to include in the manager's amendment, with the gracious support of Chairman GOODLING and Mr. MCKEON, a provision that will allow states to use federal money to conduct background checks on teachers.

Cases of teachers who rape, molest, and even murder their students have been occurring with frightening regularity. Even more frightening is the fact that many of these predators who find their way into our children's classrooms are previously convicted sex offenders. They are able to conceal their criminal records because some schools cannot afford to pay for a background check on every prospective teacher. As a result, thousands of children every day, in schools across America, enter the classroom with no protection. My provision simply would allow schools to use federal money to conduct background checks to insure that criminals who target children are not allowed into the classroom.

Teachers are some of our most revered role models. We entrust them with the greatest responsibility; to care for our children when we are gone. Not only do they teach our children to read, write and do arithmetic, but they shape and influence the attitudes and values our children carry into adulthood. When that trust is violated, innocent children and families pay the price.

Obviously, the overwhelming majority of teachers are caring, law-abiding citizens. Nevertheless, we should spare no expense to insure that every child who enters the classroom is protected from those who prey upon the innocence of youth.

Mr. EVERETT. Mr. Chairman, as we begin examining education initiatives to reauthorize the Elementary and Secondary Education Act of 1965, there are a few things to consider: How can we best help our local schools? What legislation will give local schools the most flexibility to improve education? What programs will authorize local schools to make important decisions that will effect their future?

The Teacher Empowerment Act (H.R. 1995) is designed to improve teacher quality and reduce class size by giving local school systems the management authority to make the necessary improvements. The bill gives local education agencies the freedom to decide which programs will help them achieve the best results.

Teachers are charged with the responsibility of making sure that our children are prepared for the future. How can we expect them to instruct our children if they are not knowledgeable themselves? Beyond blanket certification testing, this bill gives teachers the funds to actually continue their own learning. As we enter the 21st century, educators will continue to face constant challenges. Technology will change, and teachers must be able to maintain their proficiency and keep up a high level of instruction quality.