

tribute to the late Richard Romero from the Inland Empire, a businessman, a philanthropist, a dreamer, a community leader. Richard was a pillar of the Inland Empire. From his humble beginning in New Mexico, Richard received great success in business and in life, but Richard's greatest satisfaction came from helping others.

Recently I talked to his wife, and she said that one of the most important things about Richard was that he cared about people in the community. He felt that it was important for people to learn about reading, writing and arithmetic. Richard touched the lives of many individuals in the community by giving unselfishly.

He rescued the University of Laverne from the brink of extinction; he turned it around and helped the University of Laverne in southern California. I know, because my son will be graduating from Laverne University on Saturday of this week, and I want to thank Richard for taking the leadership and helping the University of Laverne, a private institution.

Mr. Speaker, Richard Romero reached out and touched the lives of many individuals in the Inland Empire, contributing to a variety of programs to support education of the disadvantaged. Many times he had events at his dealership. He continued to do that. The Romero dealership continues to provide scholarships for students. The Romero family is here, his son, R.J. Romero is here, and I am sure that they will continue the same tradition to improve the quality of life for all Americans.

#### INACTION OF BUSH ADMINISTRATION WORSENS ENERGY CRISIS IN CALIFORNIA

(Mr. GEORGE MILLER of California asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. GEORGE MILLER of California. Mr. Speaker, the gentleman from Georgia (Mr. KINGSTON) had it exactly wrong. The fact of the matter is that in California, we are using less energy than we did in 1998. In 1998, we paid \$7 billion for that energy and today, we are paying 70, 7-0, \$70 billion, ten times as much. Why? Because the Bush administration refuses to tell the Federal Energy Commission to enforce the Federal law for just and reasonable wholesale prices.

So the people of California who have an energy shortage because of a bad deregulation plan, because we have not built as many generators as we should, and because of a drought in the northwest, are now open to price gouging and profiteering by the energy companies.

The Federal Energy Commission has made that finding. It is not my finding, it is their finding, that these prices are not just and reasonable, but they refuse to enforce the law to put caps on at a just and reasonable price so that

the energy companies will get their 15 or 20 percent return. They simply will not get to continue to gouge the people of California, the small businesses, the large businesses, people in hospitals who are having the lights go out, their life support systems turned off because of the Bush administration's inaction.

#### MORE FLEXIBILITY FOR SCHOOL DISTRICTS

(Mr. HOEKSTRA asked and was given permission to address the House for 1 minute.)

Mr. HOEKSTRA. Mr. Speaker, technology can be a powerful means of increasing student achievement. State and local school districts are already experimenting with promising technology programs from on-line research services to distance learning initiatives. Such innovations, telecommunications and information technology programs at school libraries, for example, should be encouraged and bolstered by Federal funding.

One of the things that we know is that school districts need flexibility. Later on today as we consider the President's education plan, I will offer an amendment to allow school districts more flexibility to move money between programs. One of the programs that they will be able to move more money into is the technology area.

Mr. Speaker, I hope that my colleagues will support this flexibility for our local school districts.

#### ELECTION REFORM IS A PRIORITY FOR AMERICANS

(Ms. BROWN of Florida asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. BROWN of Florida. Mr. Speaker, election reform is a priority for the American people and it should be a priority for this Congress. We should never forget that 180,000 uncounted ballots were cast in Florida last November. Florida has not forgotten.

Unfortunately, election reform is not a priority with the Bush administration. The President's administration has shown no interest whatsoever in the issue of election reform. In fact, the budget that President Bush submitted to Congress provided no funds whatsoever to help States update their voting equipment.

We send people all over the world to monitor elections. If this Congress fails to act on election reform, we will forever lose our standing as the world democracy. Shame on us, Mr. Speaker.

□ 1030

#### A CONTINUING ENERGY CRISIS

(Mr. EHLERS asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. EHLERS. Mr. Speaker, I want to talk about the energy issue we have be-

fore us. Remember back in 1973, when we had long lines at gas pumps? People were very upset. We engaged in a desperate effort to reduce our energy consumption and to do a better job of using our resources, but once the crisis was over, we forgot about it. Today we are facing a similar situation. If we do not get control of it, once again we will have long gas lines and high prices.

It is very important for us to remember a few things. Let me just speak as a physicist for a moment.

Energy is hard to understand. It is intangible. We cannot see or touch it. But two important things we have to remember throughout this crisis.

Number 1, energy is our most basic natural resource. Without energy, we cannot use any other natural resource. We cannot dig iron or copper out of the ground. We cannot smelt it or fabricate it unless we have energy. Energy is crucial to our economy.

The second major point to remember is that energy is our only non-recyclable resource. We must conserve energy. Once we use it, it is gone. We cannot consume all our resources and just assume the problem will go away.

#### SUPPORTING AMENDMENTS TO RESTORE FLEXIBILITY PORTIONS OF THE PRESIDENT'S EDUCATION PLAN

(Mr. SCHAFFER asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. SCHAFFER. Mr. Speaker, in just a few minutes the House will bring back up H.R. 1, the House version of the education proposal that was originally proposed by our President. In this document, Leave No Child Behind, it is a good document that the President proposed, a good balance with respect to how we should reform our schools for America.

What the President proposed was school choice, the hallmark of the Republican message on education, and also flexibility, and also, additional testing mandates. All that is left in the bill, however, at this point, as the House considers it, is really the testing mandates and some additional spending.

But today we have a unique opportunity here on the floor. That is to restore the core portions of the President's bill that have been taken out prior to the bill's arrival here on the House floor. We will have a chance to vote on amendments to allow children trapped in failing schools to escape those schools and go to institutions that offer more promise and opportunity, and we will have an opportunity to vote on a few amendments that restore some of the flexibility portions that the President had originally proposed.

I hope those amendments pass, because if we fail to add those important amendments back to the President's

plan, we will have delivered him a substantive defeat. I am hopeful that Republicans can pull together and deliver our President the victory he deserves.

NO CHILD LEFT BEHIND ACT OF  
2001

The SPEAKER pro tempore (Mr. WALDEN of Oregon). Pursuant to House Resolution 143 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the State of the Union for the further consideration of the bill, H.R. 1.

□ 1033

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the State of the Union for the further consideration of the bill (H.R. 1) to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind, with Mr. HASTINGS of Washington in the chair.

The Clerk read the title of the bill.

The CHAIRMAN. When the Committee of the Whole rose on Tuesday, May 22, 2001, amendment No. 9 printed in House Report 107-69 offered by the gentleman from Ohio (Mr. TIBERI) had been disposed of.

It is now in order to consider amendment No. 10 printed in House Report 107-69.

AMENDMENT NO. 10 OFFERED BY MR. HOEKSTRA

Mr. HOEKSTRA. Mr. Chairman, pursuant to the rule, I offer amendment No. 10.

The CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 10 offered by Mr. HOEKSTRA:

In section 701 of the bill, in subparagraph (A) of section 7203(b)(1) of the Elementary and Secondary Education Act of 1965 (as proposed to be amended by such section 701), strike "may transfer" and all that follows through the end of such subparagraph and insert the following:

may transfer—

"(i) not more than 50 percent of the funds allocated to it under each of the provisions listed in paragraph (2) for a fiscal year to 1 or more of its allocations for such fiscal year under any other provision listed in paragraph (2); or

"(ii) not more than 75 percent of the funds allocated to it under each of the provisions listed in paragraph (2) for a fiscal year to 1 or more of its allocations for such fiscal year under any other provision listed in paragraph (2), if the local educational agency obtains State approval before making such transfer.

The CHAIRMAN. Pursuant to House Resolution 143, the gentleman from Michigan (Mr. HOEKSTRA) and a Member opposed will each control 10 minutes.

Mr. GEORGE MILLER of California. Mr. Chairman, I ask unanimous consent to claim the time otherwise not claimed in opposition.

The CHAIRMAN. Is there objection to the request of the gentleman from California?

There was no objection.

The CHAIRMAN. The Chair recognizes the gentleman from Michigan (Mr. HOEKSTRA).

Mr. HOEKSTRA. Mr. Chairman, I yield myself 1 minute.

Currently, H.R. 1 gives local school districts a new opportunity to use some of their Federal funds in a way that will benefit their students. This transferability option will allow school districts to transfer up to 50 percent of the money they receive from four Federal programs, grant programs. They can move these monies between the programs or into Title I.

This is an important step forward in giving local education officials, those who know the names of their students, the ability to spend Federal funds the way they believe will improve student achievement, not the way a bureaucratic in Washington tells them to.

Transferability is a positive way to give school districts some flexibility in how they spend their money. I believe that we should go even further. That is why I have offered this amendment. This amendment will allow a school district to go above the current 50 percent gap and give them the option to transfer up to 75 percent of their Federal formula grant funds between programs if they receive approval from their States.

I hope my colleagues will agree that this is an important step forward in flexibility, and I encourage them to support this amendment.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield myself 2 minutes.

Mr. Chairman, I rise in opposition to this amendment. This legislation and this bipartisan agreement, and it is bipartisan reporting from the committee, takes an unprecedented step in expanding the transferability at the local level so that local school districts can make a determination about the application of those resources.

But this legislation also understands that these programs are not about some Washington bureaucrat. These programs are about the Congress of the United States saying these are areas that we believe there should be an important commitment of resources: safe and drug-free schools, teacher quality improvement, innovative strategies and technology.

These are articulations of the congressional will on a bipartisan basis certainly over the last 10 or 15 years that these are either emerging areas that need attention and the Federal dollars ought to be applied there, because there are areas where there are deficits, but at the same time in this legislation we have taken the unprecedented step to say that we can have transferability of 50 percent of the money, because in some instances it makes sense to allow them to double up the resources on a short-term basis to improve the quality of teachers, or to purchase technology so they can ramp it up and get it running and get on their way.

But the Hoekstra amendment is simply an amendment that goes too far. It is violative of the bipartisan agreement we have. It is violative of the vote in the committee reporting this to the floor. It recognizes the tension between a full-blown block grant and the notion that we ought to have improved flexibility at the local level.

That is what we decided on doing. That is what we decided on as a committee to do, to see whether or not over the next 5 years we could see how this transferability takes place.

We ought to honor that agreement. It is a rational agreement and makes sense. It also keeps faith with the congressional priorities that this Congress has determined we ought to be using Federal dollars for in the poorest schools with the poorest performing children, because, after all, that is a program that we have before us today to help make up those deficits in teacher qualifications in the poorer schools, in lacking technology in the poorer schools.

I would hope that the Congress and the House would stay with the bipartisan agreement that we have.

Mr. Chairman, I reserve the balance of my time.

Mr. HOEKSTRA. Mr. Chairman, I yield 2 minutes to the distinguished gentleman from Ohio (Mr. BOEHNER), the chairman of the Committee.

Mr. BOEHNER. Mr. Chairman, let me thank my colleague, the gentleman from Michigan, for offering the amendment. I do understand the concern of some on each side of the aisle over giving local districts more flexibility, but let us go and look at why we have this in the bill today.

As was pointed out, we make sure that the money gets to the schools under the targeting that is already in the bill. Then we make sure that under Title I, which is the largest chunk of money, that we could transfer money into title 1 but could not transfer any money out of it.

Secondly, we also wall off, under the current bill, the bilingual education money and programs. So we are talking about basically four funding streams that we are giving local districts, every local district, the opportunity to move at least half of the money in those four funding streams between programs or into Title I.

The amendment before us says, let us allow a local district to transfer up to 75 percent of the funds, again, just among those four funding streams. Why do we want to give districts this flexibility? Because we have teacher and professional development monies, we have technology money, we have an innovative grant program, and we have to spend the money today in those particular funding streams.

Under the 50 percent local flexibility, we have some ability to transfer, but I think the amendment offered by the gentleman from Michigan is a good one. It says we can do 75 percent. Why is this good? Because let us say that we