

By definition, "orphan products" are treatments for rare conditions that have small potential markets and thus are not attractive investments for the private sector. Such treatments were not being developed for rare diseases until the Orphan Drug Act was enacted in 1983, and it has become a highly successful government/industry partnership. Prior to 1983, only ten orphan products had come to the market, while more than 200 drugs and biological products for rare diseases have been brought to market since passage of the Orphan Drug Act.

H.R. 4014 ensures that adequate funding is available for the development of orphan products. I commend my colleagues for their bipartisan efforts in this area and look forward to voting for this legislation.

Mr. SHIMKUS. Mr. Speaker, I have no other speakers on my side, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. BOOZMAN). The question is on the motion offered by the gentleman from Illinois (Mr. SHIMKUS) that the House suspend the rules and pass the bill, H.R. 4014.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. WAXMAN. Mr. Speaker, I object to the vote on the ground that a quorum is not present and make the point of order that a quorum is not present.

The SPEAKER pro tempore. Pursuant to clause 8, rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

The point of no quorum is considered withdrawn.

## CANCELING LOANS TO ALLOW SCHOOL SYSTEMS TO ATTRACT CLASSROOM TEACHERS ACT

Mr. McKEON. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5091) to increase the amount of student loan forgiveness available to qualified teachers, with an emphasis on special education teachers, as amended.

The Clerk read as follows:

H.R. 5091

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

### SECTION 1. SHORT TITLE.

This Act may be cited as the "Canceling Loans to Allow School Systems to Attract Classroom Teachers Act".

### SEC. 2. ADDITIONAL QUALIFIED LOAN AMOUNTS FOR STUDENT LOAN FORGIVENESS.

(a) FFEL LOANS.—Section 428J(c) of the Higher Education Act of 1965 (20 U.S.C. 1078-10(c)) is amended by adding at the end the following new paragraph:

“(3) ADDITIONAL AMOUNTS; PRIORITY.—

“(A) LARGER AMOUNTS FROM APPROPRIATED FUNDS.—Notwithstanding the amount specified in paragraph (1), the aggregate amount that the Secretary may, from funds appropriated under subparagraph (C), repay under this section is a total amount equal to not more than \$17,500.

“(B) AWARD BASIS; PRIORITY.—The Secretary shall make payments under this paragraph to elementary or secondary school teachers who meet the requirements of subsection (b) on a first-come first-served basis, subject to the availability of appropriations, but shall give priority in providing loan repayment under this paragraph for a fiscal year to teachers who—

“(i) (I) are employed as special education teachers whose primary responsibility is to teach or support children with disabilities (as defined in section 602 of the Individuals with Disabilities Act); and

“(II) as certified by the chief administrative officer of the public or nonprofit private elementary or secondary school in which the borrower is employed, are teaching children with disabilities that correspond with the borrower's training and have demonstrated knowledge and teaching skills in the content areas of the elementary or secondary school curriculum that the borrower is teaching;

“(ii) are employed as teachers in local educational agencies that are determined by a State educational agency under section 2141 of the Elementary and Secondary Education Act of 1965 to have failed to make progress toward meeting the annual measurable objectives described in section 1119(a)(2) of such Act for 2 consecutive years; or

“(iii) are employed as teachers of mathematics or science.

“(C) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this paragraph such sums as may be necessary for fiscal year 2003 and for each of the 4 succeeding fiscal years.”.

(b) DIRECT LOANS.—Section 460(c) of the Higher Education Act of 1965 (20 U.S.C. 1087j(c)) is amended by adding at the end the following new paragraph:

“(3) ADDITIONAL AMOUNTS; PRIORITY.—

“(A) LARGER AMOUNTS FROM APPROPRIATED FUNDS.—Notwithstanding the amount specified in paragraph (1), the aggregate amount that the Secretary may, from funds appropriated under subparagraph (C), repay under this section is a total amount equal to not more than \$17,500.

“(B) AWARD BASIS; PRIORITY.—The Secretary shall make payments under this paragraph to elementary or secondary school teachers who meet the requirements of subsection (b) on a first-come first-served basis, subject to the availability of appropriations, but shall give priority in providing loan repayment under this paragraph for a fiscal year to teachers who—

“(i) (I) are employed as special education teachers whose primary responsibility is to teach or support children with disabilities (as defined in section 602 of the Individuals with Disabilities Act); and

“(II) as certified by the chief administrative officer of the public or nonprofit private elementary or secondary school in which the borrower is employed, are teaching children with disabilities that correspond with the borrower's training and have demonstrated knowledge and teaching skills in the content areas of the elementary or secondary school curriculum that the borrower is teaching;

“(ii) are employed as teachers in local educational agencies that are determined by a State educational agency under section 2141 of the Elementary and Secondary Education Act of 1965 to have failed to make progress toward meeting the annual measurable objectives described in section 1119(a)(2) of such Act for 2 consecutive years; or

“(iii) are employed as teachers of mathematics or science.

“(C) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this paragraph such sums as may be necessary for fiscal year 2003 and for each of the 4 succeeding fiscal years.”.

### SEC. 3. CANCELLATION OF STUDENT LOAN INDEBTEDNESS FOR SPOUSES, SURVIVING JOINT DEBTORS, AND PARENTS.

(a) DEFINITIONS.—For purposes of this section:

(1) ELIGIBLE PUBLIC SERVANT.—The term “eligible public servant” means an individual who—

(A) served as a police officer, firefighter, other safety or rescue personnel, or as a member of the Armed Forces; and

(B) died (or dies) or became (or becomes) permanently and totally disabled due to injuries suffered in the terrorist attack on September 11, 2001;

as determined in accordance with regulations of the Secretary.

(2) ELIGIBLE VICTIM.—The term “eligible victim” means an individual who died (or dies) or became (or becomes) permanently and totally disabled due to injuries suffered in the terrorist attack on September 11, 2001, as determined in accordance with regulations of the Secretary.

(3) ELIGIBLE SPOUSE.—The term “eligible spouse” means the spouse of an eligible public servant, as determined in accordance with regulations of the Secretary.

(4) ELIGIBLE SURVIVING DEBTOR.—The term “eligible surviving debtor” means an individual who owes a Federal student loan that is a consolidation loan that was used, jointly by that individual and an eligible victim, to repay the Federal student loans of that individual and of such eligible victim.

(5) ELIGIBLE PARENT.—The term “eligible parent” means the parent of an eligible victim if—

“(A) the parent owes a Federal student loan that is a consolidation loan that was used to repay a PLUS loan incurred on behalf of such eligible victim; or

“(B) the parent owes a Federal student loan that is a PLUS loan incurred on behalf of an eligible victim who became (or becomes) permanently and totally disabled due to injuries suffered in the terrorist attack on September 11, 2001.

(6) SECRETARY.—The term “Secretary” means the Secretary of Education.

(7) FEDERAL STUDENT LOAN.—The term “Federal student loan” means any loan made, insured, or guaranteed under part B, D, or E of title IV of the Higher Education Act of 1965.

(b) RELIEF FROM INDEBTEDNESS.—

(1) IN GENERAL.—The Secretary shall provide for the discharge or cancellation of—

(A) the Federal student loan indebtedness of an eligible spouse;

(B) the consolidation loan indebtedness of an eligible surviving debtor;

(C) the portion of the consolidation loan indebtedness of an eligible parent that was incurred on behalf of an eligible victim, if the amount of such indebtedness with respect to such eligible victim may be reliably determined on the basis of records available to the lender; and

(D) the PLUS loan indebtedness of an eligible parent that was incurred on behalf of an eligible victim described in subsection (a)(5)(B).

(2) METHOD OF DISCHARGE OR CANCELLATION.—A loan required to be discharged or canceled under paragraph (1) shall be discharged or canceled by the method used under section 437(a), 455(a)(1), or 464(c)(1)(F) of the Higher Education Act of 1965 (20 U.S.C. 1087(a), 1087e(a)(1), 1087dd(c)(1)(F)), whichever is applicable to such loan.

(c) FACILITATION OF CLAIMS.—The Secretary shall—

(1) establish procedures for the filing of applications for discharge or cancellation under this section by regulations that shall be prescribed and published within 90 days

after the date of enactment of this Act and without regard to the requirements of section 553 of title 5, United States Code; and

(2) take such actions as may be necessary to publicize the availability of discharge or cancellation of Federal student loan indebtedness for eligible spouses, eligible surviving debtors, and eligible parents under this section.

(d) **AVAILABILITY OF FUNDS FOR PAYMENTS.**—Funds available for the purposes of making payments to lenders in accordance with section 437(a) for the discharge of indebtedness of deceased or disabled individuals shall be available for making payments under section 437(a) to lenders of loans to the eligible spouses, eligible surviving debtors, and eligible parents as required by this section.

(e) **APPLICABLE TO OUTSTANDING DEBT.**—The provisions of this section shall be applied to discharge or cancel only Federal student loans (including consolidation loans) on which amounts were owed on September 11, 2001.

#### **SEC. 4. INFORMATION ON BENEFITS TO RURAL SCHOOL DISTRICTS.**

The Secretary shall—

(1) notify local educational agencies eligible to participate in the Small Rural Achievement Program authorized under subpart 1 of part B of Title VI of the Elementary and Secondary Education of 1965 of the benefits available under the amendments made by section 2 of this Act to the teachers in the rural schools of such agencies; and

(2) encourage such agencies to notify their teachers of such benefits.

The **SPEAKER pro tempore**. Pursuant to the rule, the gentleman from California (Mr. McKEON) and the gentleman from California (Mr. GEORGE MILLER) each will control 20 minutes.

The Chair recognizes the gentleman from California (Mr. McKEON).

GENERAL LEAVE

Mr. McKEON. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on H.R. 5091.

The **SPEAKER pro tempore**. Is there objection to the request of the gentleman from California?

There was no objection.

Mr. McKEON. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in strong support of H.R. 5091, the Canceling Loans to Allow School Systems to Attract Classroom Teachers Act, or the CLASS Act, which will help low-income school districts recruit and retain high-quality teachers. The bill would provide up to \$17,500 in student loan forgiveness for teachers who agree to serve in low-income schools, with a priority on special education, math and science teachers.

We all know that in order to ensure the academic success of our Nation's students, there must be a highly qualified teacher in the classroom. In fact, outside of the influence of parents, no other factor has a greater correlation to student success.

Already the Nation faces a serious teacher shortage, and over the next decade we must prepare for recruitment of an even larger pool of teachers.

Over the last few years this Congress has looked for ways to provide a major

boost to schools in their effort to establish and support a high-quality teaching force. With passage of the No Child Left Behind Act, we have gone a long way toward improving our children's education by allowing greater flexibility for local school districts which would make it easier for them to recruit and retain excellent teachers.

One of the hallmarks of the law asks States to have a highly qualified teacher in every public classroom by the year 2005, emphasizing State and local methods. Since passage of the law, there have been numerous reports about the difficulty that some States will have in meeting this deadline. This is especially true in those States where experienced teachers are in short supply, particularly in schools serving low-income and minority children.

In my home State of California, it will be a tremendous undertaking due to the fact that we have more than 50,000 teachers who do not have full credentials now. The ranks of these newcomers are expected to grow as retirements and attrition take place over the next few years.

While States should continue to work with the Department of Education to meet these challenges, Congress must continue to work to increase the number and quality of teachers in the classrooms. The CLASS Act helps accomplish this goal by providing local and State school systems with a powerful teacher recruitment tool. It will provide a positive incentive for college students to enter the field of teaching and to make a long-term commitment to the classrooms and students that need them most.

No job is more important to this Nation's future than the education of its children. For this reason, I would like to thank the gentleman from South Carolina (Mr. GRAHAM), my good friend and colleague, for his long-standing commitment to improving the quality of education in our Nation's schools, as well as his commitment to the teachers in this country.

This bill recognizes and supports the service and commitment of both teachers who serve our children every day in the classroom. I urge my colleagues to vote yes on H.R. 5091 and continue our commitment to the men and women of this country who do so much for us each day.

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

Mr. GEORGE MILLER of California. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in strong support of H.R. 5091, the CLASS Act. This bill would forgive student loans for teachers and of certain September 11 victims. I support this legislation to provide loan forgiveness for teachers in high-poverty schools and for special ed teachers. This legislation will be a very, very important tool in terms of recruiting and our desire to recruit and our ability to recruit and retain those teachers in high-poverty schools.

All Members of Congress are pretty familiar with the challenges that are faced by teachers who are teaching in high-poverty schools and the set of circumstances that they confront. We believe by directing loan forgiveness to these individuals that we will have an opportunity not to have them just come in on a revolving-door basis, where they come in for 1 year and then bid out of those systems, but they will stay in those systems for 4 or 5 years, they will provide some continuity to those children, and we will get the results that we desire to have under the Leave No Child Behind Act.

I appreciate the opportunity to work with the gentleman from South Carolina (Mr. GRAHAM) and others on this legislation. I will have to say, however, that I wish that we would have been able to support the gentleman from South Carolina's (Mr. GRAHAM) original legislation, which was to provide that this forgiveness would be guaranteed and not subject to a year-to-year appropriations. That effort we will have to continue to work on.

My concern is there teachers will not know that this incentive is really going to be in place on a year-to-year basis, and it will make our job more difficult in getting highly qualified individuals into high-poverty schools. If it was not subject to appropriations, then we could assure individuals who qualify for it that it would be available over the time that they spent in those schools.

We have a similar program and equally important program dealing with child care providers. It is subject to annual appropriations, and so far I think we have only helped 76 people nationwide. That is not the kind of program that we envision for this piece of legislation, but it is also the kind of guarantee that we should be able to provide to teachers that that would not happen in this program. Depending on what happens in year-to-year budgets within the House of Representatives or in years like this where we do not get budgets, we do not get appropriations bills, what happens to the teachers who have already started teaching for this year? Would they know or not know whether they would be eligible for loan forgiveness?

Next year in March in the State of California that my colleague has spoken to, and we are terribly concerned about the teacher shortage and recruitment in these schools, next year in March they will be getting pink slips because of the Federal funding. If we kick over the continuing resolution until March of next year, those teachers will not have the certainty of whether or not this appropriation would be available. That happens, unfortunately, all too often in the Congress, and that is why I would hope that this would be a guaranteed entitlement program for the length of the program.

Finally, that part of the problem could be solved if we would, in fact,

pass an education budget, if we would pass the education appropriations bill, but we will hear more about that on the topic of the continuing resolution tomorrow when it comes before this House where, once again, we will have to pass a continuing resolution because we have not been able to pass the appropriations bill because of the fight within the Republican Caucus dealing with the Education, Health and Human Services bill that has not been brought to the floor, although we were told in July it would be the first bill brought to the floor when we returned from our August break.

Finally, let me just mention a portion of this bill. It is a rather small portion, but I think a terribly important portion in terms of a statement by this Congress, and a very humane statement by this Congress, and a compassionate statement of this Congress, and that is a provision that was added to this bill in committee by our colleague, the gentlewoman from New York (Mrs. MCCARTHY). She represents a district in New York that suffered a great many losses from individuals who were killed in the vicious attacks of September 11 on the World Trade Center in New York City. Many people in the district suffered losses of friends in the attack of the Pentagon and the downing of the plane in Pennsylvania.

This legislation that was added to the bill is to provide for loan forgiveness to the families of firefighters, police officers and military personnel killed on September 11. The gentlewoman from New York (Mrs. MCCARTHY) fought for this legislation almost immediately after September 11, and it took a whole year. We tried to offer it numerous times on the floor of the House. It was not allowed to come up. We tried to offer it as amendments. It was not allowed to come up. We were given assurances early on that it would be considered on the floor of the House last year. That turned out to be a hollow promise. It did not happen.

□ 1400

Finally, this year the gentleman from Ohio (Mr. BOEHNER), our chairman, gave his word that the committee would address this legislation. His word was good. The deal stuck, and because of that guarantee by him and the tenacity and the doggedness of the gentlewoman from New York (Mrs. MCCARTHY) to make sure that this provision was brought to the Congress so the Congress would have a chance to vote on it so these families would get relief because of the economic setbacks that they suffered along with the tragedy they suffered of the loss of a member of their family in that tragedy, I simply want to recognize her for her effort.

She was told so many times a lesser person might have gone away and figured out it could not be done. She continued to scheme and to persuade and to work on and to lobby Members of the House and the leadership and the

rest to get this done, and I believe now today with the passage of this legislation she is going to realize the success that should have been hers many, many months ago and the benefits that will go to these families now; and I want to thank her, and I know Members of the committee want to thank her, for all of her effort on behalf of these families who suffer the tragedy of September 11.

Mr. Speaker, I yield the balance of my time to the gentlewoman from New York (Mrs. MCCARTHY) to manage the bill.

The SPEAKER pro tempore (Mr. BOOZMAN). Without objection, the gentlewoman from New York (Mrs. MCCARTHY) will manage the remainder of the time.

There was no objection.

Mr. McKEON. Mr. Speaker, I yield 3 minutes to the gentleman from South Carolina (Mr. GRAHAM), the author of this very important bill.

Mr. GRAHAM. Mr. Speaker, I thank the chairman for yielding me this time.

About this committee, there is so much going on in America that is uncertain, with a potential military confrontation around the corner, a downturn in the economy, how to fix it. There is much to be debated on the floor of the House before we leave. The committee is operating in a fashion, the Committee on Education and the Workforce, that I am very proud of; and the gentleman from Ohio (Mr. BOEHNER), chairman, and the gentleman from California (Mr. GEORGE MILLER), ranking member, deserve much credit. Not enough is being said about how this committee has produced quality legislation to address real problems. There is no uncertainty about teacher recruitment. We are going to have to replace half of the teachers that exist today in the next decade. And how do we get quality teachers to fill in those slots?

Most college students graduating from college, the biggest debt they face is a student loan. It is a good investment to get a college degree. I think it is a good investment for the taxpayers to help forgive those loans if those college graduates go into teaching into hard-to-recruit areas. And we are not just talking about putting bodies into classrooms; we are talking about quality. And what I like most about this bill is it does provide an incentive for people who graduate college to go into teaching in the hardest-to-recruit areas. Title I schools are usually urban and rural poor schools, a hard place to recruit. So if one will teach in one of those school systems for 5 years, we will forgive their student loans in a mandatory fashion at \$5,000 with this bill, up to \$17,500 in discretionary money to be appropriated over time.

I wish it had been mandatory too, but we are living in a world where there is a downturn in the economy and there is a war. I am confident that the money will be there for teachers in the

years to come that will get a benefit of this program, but we want quality. They have to maintain their certification. Secondary teachers have to teach in the area that they are trained, math teachers teaching math, history teachers teaching history. Elementary education teachers have to be certified to be competent. So we marry up the need for quality and the problem of recruiting in the poor urban and rural schools by putting some money on the table, \$17,500, to be earned for 5 years of service in those schools.

What does it mean to America? CBO says it will result at a minimum of 35,000 new teachers coming into the profession. I think that is something to be proud of. The cost of the bill is very manageable. It is over a 5-year period, 300-and-something million dollars, which is a lot of money; but if we can get 35,000 new teachers with quality into hard-to-recruit areas, I think we all can tell the taxpayers that is a good deal because to get the money, they have got to earn it, they have got to work for 5 years; and I think that is a good deal for everybody involved.

I appreciate what the gentleman from California (Mr. GEORGE MILLER) has done to make sure this passed in a bipartisan fashion. And the part of the bill that he mentioned about the gentlewoman from New York's (Mrs. MCCARTHY) provision about survivors, family members of those people who lost their lives in 9-11, it is small. It is an asterisk in terms of funding. It is not going to cost that much, but the impact it will have is huge; and I want to congratulate her for what she has done to help those families in a very significant way.

Mrs. MCCARTHY of New York. Madam Speaker, I yield myself such time as I may consume.

Before I begin my statement, I would like to take a moment to remember a great colleague and friend in the Committee on Education and the Workforce, the gentlewoman from Hawaii. She will be greatly missed and always remembered for her compassion and dedication to the people of Hawaii.

Madam Speaker, I rise today in strong support of H.R. 5091, the CLASS Act. Under this bill, special education teachers and math and science teachers who have served in a high-poverty school for 5 years are eligible for having up to \$17,500 in student loans forgiven.

Giving relief to the men and women who teach children in America really is homeland security, and I hope this is the first step to forgiving the loans for all teachers who work in underserved schools.

Madam Speaker, I would like also to take this opportunity to personally thank the gentleman from Ohio (Mr. BOEHNER), the gentleman from California (Mr. GEORGE MILLER), the gentleman from California (Mr. McKEON), and my colleagues for working with us on this, including my language to forgive student loans for the spouses of

emergency personnel affected by the September 11 attacks.

Unfortunately, due to the tragic events of September 11, many spouses who lost loved ones in the attacks are enduring financial hardships. Charitable organizations have offered some assistance, but the Federal Government must also play a role. That is why I fought so hard to get these loans forgiven. Currently, individuals who die have their loans forgiven, but that is not the case for the spouses who have relied upon the income of their lost loved ones to pay the loans.

This legislation authorizes the Secretary of Education to discharge or cancel Federal student loans for the spouses. This relief is only for the spouses of policemen, firemen, emergency personnel, and members of the Armed Forces who died or became permanently disabled in the line of duty on 9-11. Relieving a student loan expense helps financially strained spouses provide for their children as well as themselves during this difficult time. This is a very low-cost, tailored provision that will help the families of our bravest men and women who perished a year ago last month.

I thank again the gentleman from Ohio (Mr. BOEHNER) and the gentleman from California (Mr. GEORGE MILLER) for their teamwork on this legislation. I know it has been a tough time getting here, but we all did pull together and we all did work together to get this done because our committee did know this was the right thing to do; and I appreciate all the help that everyone on the other side of the aisle gave me for this.

I urge all of my colleagues to join me in my support of this very important legislation, and I ask all my colleagues to vote "yes" on this bill.

Madam Speaker, I reserve the balance of my time.

Mr. MCKEON. Madam Speaker, I yield such time as he may consume to the full committee chairman, the gentleman from Ohio (Mr. BOEHNER).

Mr. BOEHNER. Madam Speaker, I thank the gentleman from California (Mr. MCKEON) for yielding me this time.

Before I talk about the bill that we have on the floor today, let me pay tribute to a colleague and friend, PATSY MINK. It is my understanding the House will consider and adopt a formal resolution this week honoring her service to our country, and I am pleased that we will have that opportunity to pay tribute to her in that fashion.

PATSY was a vibrant, passionate, and effective voice for the principles that she believed in. She was a true leader on our committee, and I am deeply saddened by the news of her passing. As chairman of the committee over the last 2 years, we worked together on the historic No Child Left Behind Act, as well as bipartisan legislation to improve access to higher education for our Nation's youth. PATSY fought tire-

lessly for the causes she supported, and I think we are all grateful for her long record of public service. Her passing is a significant loss for our committee, the people of Hawaii, and the people of the United States. And I offer my sincerest condolences to her family and her constituents. She will be greatly missed.

Madam Speaker, today I rise in support of H.R. 5091, the Canceling Loans to Allow School Systems to Attract Classroom Teachers Act, or as we call it the CLASS Act, and I want to applaud the gentleman from South Carolina (Mr. GRAHAM), my friend and colleague, for his commitment to the education of our Nation's children and for sponsoring the legislation that we have before us today. This bill provides an important opportunity for high-need schools and school districts to recruit and retain highly qualified and committed teachers, and we are asking a lot of our Nation's teachers and they deserve our full support.

The No Child Left Behind Act calls for States to have a qualified teacher in every public classroom by the end of the 2005-2006 school year. With large numbers of teachers retiring over the next 10 years, estimates are that more than 2 million teachers will be needed to fill these vacancies, and that will be no easy task. Demand for high-quality teachers has never been higher, but in some cases unqualified teachers are being hired to fill these open vacancies.

This bill, I think, will help solve that problem. It provides an increase in the total amount of loan forgiveness for teachers now provided in the Higher Education Act from a maximum of \$5,000 to a new level of \$17,500. This bill also places a priority for providing loan forgiveness to those teachers teaching special education, mathematics, science, or those teaching in schools that are failing to adequately recruit highly qualified teachers as required by No Child Left Behind. This loan forgiveness is provided to teachers who teach for 5 consecutive years at a title I school, and as my colleagues know, these schools serve a high concentration of students from low-income families.

As a result of President Bush's involvement in No Child Left Behind, Federal funding for teacher programs is being increased by 38.1 percent, or \$787 million, this year to help States train, recruit and retain quality teachers. This historical level of support for teachers is maintained in the President's fiscal year 2003 budget and the budget resolution passed this spring by the House. This bill continues the commitment that we have shown in supporting quality teachers for all of our Nation's children.

We have all had that one special teacher who had an impact on our lives, that one teacher who has helped us find the success and direction that we now enjoy. And this bill will help make it possible for all children to have that qualified and caring teacher

who will have a positive impact on their lives.

The new realities of a wartime budget and economic recovery now require us to exercise fiscal discipline and responsibility; and to meet this important responsibility, we have crafted this program as a discretionary, rather than mandatory, program. At this time, budgetary offsets necessary to make this a mandatory spending program have not been found. However, we think it is vitally important to get the program authorized, and then we will work with our appropriators and our colleagues on both sides of the aisle to fund this program in a responsible, bipartisan way.

In addition, H.R. 5091 contains a provision authored by my good friend and colleague, the gentlewoman from New York (Mrs. MCCARTHY), that would forgive the student loans of the spouses of fire, police, military, and rescue personnel who were victims of the September 11, 2001, tragedy. We can never fully repay the debt we owe these families, but I believe this provision can help bring a small element of healing to the families of those heroes.

Finally, I want to thank the gentleman from California (Mr. GEORGE MILLER), the ranking member of our committee, for his help in pushing this bill through and dealing with the gentlewoman from New York's (Mrs. MCCARTHY) provision as well.

This bill exemplifies the commitment that this Congress has shown to education, and I urge my colleagues to vote "yes" on this important bill for our Nation's teachers.

Mrs. MCCARTHY of New York. Madam Speaker, I yield such time as he may consume to the gentleman from Wisconsin (Mr. KIND), my colleague who sits on our committee.

Mr. KIND. Madam Speaker, I thank the gentlewoman from New York (Mrs. MCCARTHY) for yielding me this time.

Madam speaker, I want to preface my remarks by stating that today is truly a sad day in the House of Representatives for the people of the second district of Hawaii, for the people of the Nation who may not have seen or appreciated the fine work that PATSY MINK did in representing her constituents in Hawaii. In all my years of public service, Madam Speaker, I never met anyone with a deeper commitment and passion for serving her constituents than PATSY MINK. I believe she was the first woman of color to be elected to the United States Congress, and I have had the pleasure of serving with her for three terms now on the Committee on Education and the Workforce.

The depth of knowledge that she brought to the committee on issues of education, her fight to ensure that quality of education was a reality for native Hawaiian children was unrivaled; and we will miss her guidance and her leadership and her expertise in these areas. Most of all, we will miss her for what she was, and that

was a dynamic personality with unlimited energy and compassion for the issues she felt so deeply about. I hope that the people will in the next week take a little time to read a little bit about PATSY MINK, the stories being written, to better understand her contribution for our great democracy and for the people of the second district in Hawaii.

Madam Speaker, I rise in support of H.R. 5091, the CLASS Act. I think this is an important piece of legislation to be able to attract young, qualified teachers into at-risk school districts where recruitment has proven difficult, where retention of quality teachers in the classroom has proven to be a great challenge.

□ 1415

We know that the second most important determinative of how well a child is going to succeed in school is the quality of the teacher in front of them in the classroom. That is why this legislation is long overdue. We had some differences of opinion in the committee in regards to whether this should be a mandatory program as opposed to a discretionary program. I would hope that even though we went the discretionary route, effort would still be given to try to find offsets to make this a mandatory program. I think it is important to be able to offer this type of incentive for young, qualified teachers to enter very difficult school districts and to serve children in need.

Madam Speaker, I also want to commend the gentlewoman from New York (Mrs. MCCARTHY) for her passion in being able to bring loan forgiveness to the victims of September 11. She was there from the very beginning, advocating the importance of doing this. It is a token gesture, but I think an important gesture for those families that carry student loan debts that those be forgiven in recognition of the events of September 11.

I also thank the leadership on the committee for accepting my amendment, which is a notification requirement to rural school districts so they too will recognize the existence of this program and will better understand how they can qualify and apply for loan forgiveness. Oftentimes rural school districts are understaffed, underfinanced, and do not have professional grant writers to really take advantage of the various educational programs that exist at the Federal level.

This notification requirement is a small way to help get word out to school districts throughout the country that this is available and another tool of recruitment for rural school districts that are facing very difficult challenges in attracting young, qualified bright minds into the school system.

Many of my school districts in western Wisconsin have a difficult time finding any AP teachers to teach high school classes. If it were not for certain

online opportunities, many of the students would have to go without because of the shortage and great demand for teachers. Hopefully with this notification requirement, more rural school districts will realize the availability of the program and the additional tool that they can now use to attract young teachers into the classroom.

Mr. McKEON. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I associate myself with the remarks of the gentleman from Ohio (Mr. BOEHNER), the gentleman from Wisconsin (Mr. KIND), and the gentlewoman from New York (Mrs. MCCARTHY) regarding Mrs. MINK. The gentlewoman will be missed by all of us, but I will especially miss her because for the last 2 years she has been the ranking member on this subcommittee, and we have had the opportunity of getting to go know each other and working well together. I will miss her greatly.

Madam Speaker, I yield 2 minutes to the gentleman from Georgia (Mr. ISAKSON).

Mr. ISAKSON. Madam Speaker, I want to add my expression of sympathy to the family of PATSY MINK and to the citizens of Hawaii and recommend Members read an editorial that I read on the plane today about the contributions of her life, in particular in the field of politics and the law where she broke the glass ceiling for women in an era and a period where that ceiling was very low. She was an outstanding colleague and an outstanding individual, and she shall be missed.

Mr. Speaker, I commend the gentleman from South Carolina (Mr. GRAHAM) for his contribution to improving the education of America's most needy and in-need students. With the addition of the CLASS Act and the incentive to attract teachers to our title I schools in rural and urban poor centers, what the gentleman from South Carolina (Mr. GRAHAM) has done is he has the second one-two punch to what this Congress and this President has done to really focus on where educational needs are the greatest.

If we combine the ability to attract teachers through loan forgiveness, to make the commitment to our children who are the most in need, with the investment this Congress made last year in No Child Left Behind in our title I schools, we will find the two greatest contributions, in my opinion, ever by the Congress of the United States in terms of truly meeting the needs we will have in the 21st century to be sure that opportunity is available to every child and that no child is left behind.

On a side note, I want to commend the gentleman from Ohio (Mr. BOEHNER) and the gentlewoman from New York (Mrs. MCCARTHY), who is one of the sweetest people in the whole world. Her amendment and the Kind amendment being in this bill recognize and represent what the gentleman from

Ohio (Mr. BOEHNER) has done, and that is pull together bipartisan ideas to improve the education of America's children, to join them together and bring them to the floor of this Congress, and take them to the President for his signature and enact them into law for our children.

I commend the chairman for his leadership, the gentleman from Wisconsin (Mr. KIND) and the gentlewoman from New York (Mrs. MCCARTHY) for their amendments, and I acknowledge the gentleman from South Carolina (Mr. GRAHAM), who in this Congress is making a most significant investment in the improvement of the lives of our most needy children.

Mrs. MCCARTHY of New York. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, number one, I would like to say that working on the Committee on Education and the Workforce has been truly a wonderful experience. To me it is a committee that actually has worked very well bipartisanly to get things done. I appreciate that. Sometimes I wish other committees could look at how our committee works to get things done so we can sign legislation into law. I also would like to thank the staff for all of the hard work they put in. A lot of people do not realize how much work the staff does to make this legislation come through.

The gentleman from South Carolina (Mr. GRAHAM), he and I will be working very hard to make sure that this legislation now moves in the Senate to get signed by the President. Madam Speaker, today we are talking about the next step about providing needy relief to the victims of September 11. It is my hope that the other body will move quickly to pass this important legislation so we can send this bill to the President for his signature.

Madam Speaker, I commend my colleagues, especially the gentleman from Ohio (Mr. BOEHNER) and the gentleman from California (Mr. GEORGE MILLER), who have spoken in favor of this bill; and I urge Members to vote in favor of this legislation, H.R. 5091.

Madam Speaker, I yield back the balance of my time.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (Mrs. BIGGERT). Members are reminded that they should avoid urging action by the Senate.

Mr. HOLT. Madam Speaker, we have a responsibility to them to ensure that every public school and every teacher is able to help all of our school children reach their full potential.

Over 35 years ago, Congress passed the Elementary and Secondary Education Act to help improve our public schools. With its main focus on improving the educational opportunities for disadvantaged children, ESEA established bold new goals for schools to prepare children, no matter what their background, to succeed in this world by mastering the basics and reaching high standards of achievement.

Our schools are facing new and different challenges. We have an increasingly diverse and growing student population. We are facing

a massive teacher shortage. In fact, over the next ten years, we will need to recruit and hire 2.2 million teachers just to keep up with the attrition of our teaching force.

We made great stride toward meeting these challenges with the passage of H.R. 1. Today we have opportunity to go further by encouraging student to go into the important field of teaching through loan forgiveness. The loan forgiveness program—which began in 1998 and provides up to \$5,000 in student loan relief—helps ensure that disadvantaged students are taught by high quality professionals. This program must be extended to reflect the true cost of college.

This bill will increase loan forgiveness to \$17,500 for Special Education, Math and Science teachers. I am pleased the majority accepted my amendment to add Math and Science teachers as a priority to the bill.

Forty-three percent of math teachers in high poverty schools have neither majored nor minored in math related fields, compared to 27 in low poverty school. Over the next 10 years, large numbers of teachers will retire, leaving American classrooms with a serious teacher shortage, especially rural and inner city schools that already face one. By encouraging students to become math, science and special education teachers we can address this inequity.

As recent reports by the National Assessment Education Progress (NAEP) on November 21, 2001 and the Organization for Economic Co-operation and Development (OECD) on December 4, 2001 have indicated, American students are severely under-performing in math and science. According to the NAEP study, 82 per cent of high school seniors were less than proficient in science last year, while OECD reports that only four out of the 28 countries OECD tested performed worse than American students in science and five in math.

Given new challenges to our homeland defense, I think it should be obvious that having weak math and science education is not in our national interest. If we given short shrift to math and science education, how will future generations of Americans develop the vaccines to fight biological terror or the defense technology to track down and eliminate terrorists and other threats?

While this bill does not provide mandatory funding for teacher loan forgiveness, as I would have preferred it is a step in the right direction and I ask my colleagues to support it.

Mr. MOORE. Madam Speaker, I rise today to express my strong support for H.R. 5091, the Canceling Loans to Allow School Systems to Attract Classroom Teachers Act, and I encourage my colleagues to support this important legislation.

I have long recognized the great need for teacher loan forgiveness to help our local school districts address the nationwide teacher shortage. Urban, rural and suburban districts are all struggling with this problem caused by a combination of demographic trends and a low teacher retention rate.

Under current law, teachers can receive up to \$5,000 in loan forgiveness after five years of service. H.R. 5091 would expand the program to forgive up to \$17,500 in loans and give priority to special education teachers.

Although I am a strong supporter of this legislation, I believe that it could be greatly improved. I introduced a bill on February 14,

2001, that I believe would go much farther in addressing our national teacher shortage. H.R. 687, the Teacher Recruitment and Retention Act, would forgive up to \$10,000, over five years, for any newly qualified educator who: teaches in a low-income school, teaches special education, or teaches in a designated teacher shortage area.

I believe that offering loan forgiveness in the first year of teaching, as I have provided for in H.R. 687, would do more to encourage young teachers to stay in the profession. Also, loan forgiveness needs to be extended far beyond special education teachers. Local school districts also struggle when hiring math, science and foreign language teachers.

I am glad that my colleagues have recognized our national teacher shortage as a national priority worthy of Federal investment. I believe that it is time for the Federal government to assist States and local school districts in attracting and keeping qualified teachers, and I am happy to offer my support for this legislation, which represents an important first step.

Mr. FALEOMAVAEGA. Mr. Speaker, today I rise in support of H.R. 5091, the Cancelling Loans to Allow School Systems to Attract Classroom Teachers Act. This act would increase the amount of student loan forgiveness available to qualified teachers. Loan cancellations would be made on a first-come, first-served basis, subject to the availability of appropriations, and with emphasis on special education, mathematics and science teachers.

I believe this legislation is solid and it is necessary legislation. As we are aware, across this Nation, States and Territories struggle to retain and attract teachers. Our school systems are overcrowded. Our test scores are down, and our resources are limited. Many of our students are also disadvantaged by poverty and live in communities that are unable to raise revenue to meet the growing challenge of elevating learning.

As lawmakers, we are painfully aware that we must provide adequate funding for education if we are to maintain cohesion in our society. As lawmakers, we also agree that no child should be left behind. This is why we are disappointed that President Bush signed legislation promising a \$5.65 billion increase in the No Child Left Behind legislation, but 4 weeks later provided an increase of only \$1 billion. We are also disappointed that the President's budget holds aid to local schools virtually flat.

Lie every other State and Territory, American Samoa depends on Federal assistance to improve classroom learning. We struggle to recruit, certify, and retain teachers. Yet we also want to ensure that our children are not left behind.

Passage of H.R. 5091 is a small step in the right direction. It will help alleviate some of the National and local problems we all face. For American Samoa, it will help us bring back and retain some of our own teachers. I support this legislation and I ask my colleagues to also support passage of H.R. 5091.

Mr. McKEON. Madam Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from California (Mr. McKEON) that the House suspend the rules and pass the bill, H.R. 5091, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill, as amended, was passed.

The title of the bill was amended so as to read: "A bill to increase the amount of student loan forgiveness available to qualified teachers, and for other purposes."

A motion to reconsider was laid on the table.

## RECOGNIZING CONTRIBUTIONS OF HISPANIC-SERVING INSTITUTIONS

Mr. McKEON. Madam Speaker, I move to suspend the rules and agree to the resolution (H. Res. 561) recognizing the contributions of Hispanic-serving institutions.

The Clerk read as follows:

H. RES. 561

Whereas there are more than 200 Hispanic-serving institutions in the United States;

Whereas Hispanic-serving institutions provide the quality education so essential to full participation in a complex, highly technological society;

Whereas the number of Hispanic Americans enrolled in college is growing twice as quickly as enrollment at all colleges, according to a recent report from the Department of Education;

Whereas Hispanic-serving institutions have allowed many students to attain their full potential through higher education;

Whereas the achievements and goals of Hispanic-serving institutions are deserving of national recognition; and

Whereas Hispanic Heritage Month is an appropriate time to express that recognition: Now, therefore, be it

*Resolved,*

## SECTION 1. RECOGNITION OF HISPANIC-SERVING INSTITUTIONS.

The House of Representatives—

(1) recognizes the significance of Hispanic-serving institutions;

(2) recognizes that Hispanic-serving institutions are indispensable in meeting the educational needs of one of the Nation's youngest and fastest-growing populations;

(3) commends the Nation's Hispanic-serving institutions for their commitment to academic excellence for all students, including low-income and educationally disadvantaged students;

(4) urges the presidents, faculty, and staff of the Nation's Hispanic-serving institutions to continue their efforts to recruit, retain, and graduate students who might otherwise not pursue a postsecondary education;

(5) recognizes the importance of title V of the Higher Education Act of 1965, which aids in strengthening the academic quality, institutional management, and financial stability of Hispanic-serving institutions; and

(6) requests that the President issue a proclamation calling on the people of the United States and interested groups to demonstrate support for Hispanic-serving institutions in the United States during that month with appropriate ceremonies, activities, and programs.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from California (Mr. McKEON) and the gentleman from Texas (Mr. HINOJOSA) each will control 20 minutes.

The Chair recognizes the gentleman from California (Mr. McKEON).

GENERAL LEAVE

Mr. McKEON. Madam Speaker, I ask unanimous consent that all Members