

move this legislation through the Senate so the government can continue to operate smoothly and efficiently so that we can come closer to finishing our regular appropriations bills.

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

Mr. OBEY. Mr. Speaker, I yield myself 5 minutes.

Mr. Speaker, I think Members need to understand where this CR fits in the scheme of things. As the chairman of the committee, the gentleman from Florida (Mr. YOUNG), has indicated, this continuing resolution when it moves to the Senate will become the vehicle by which the committee deals with the omnibus appropriations bills or the bills that will be included in the omnibus bill.

That will mean that the real CR will have to be brought up next week. And at that time we will see a continuing resolution that keeps the government open to a date somewhere between November 15 and Thanksgiving, I presume. I sincerely hope that by Thanksgiving there will be no need for additional CRs, but I am very skeptical that that will be the case. I am afraid that it is beginning to look a lot like Christmas. I hope that that is not true, but I suspect it may be.

So having already said everything that needs to be said on the CR, I am prepared to yield back the balance of my time.

Mr. YOUNG of Florida. Mr. Speaker, I yield myself 1 minute.

Mr. Speaker, I want to thank the gentleman from Wisconsin (Mr. OBEY) and the committee for all of the support and the cooperation that we have had. As I have said numerous times on the floor, with the cooperation of the gentleman from Wisconsin (Mr. OBEY) we have managed all of our bills well on time to have concluded by the end of the year. But we are only one House of the Congress.

We will work with our partners in the Senate to conclude this business of appropriations as early as we possibly can.

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

Mr. OBEY. Mr. Speaker, I yield myself 1 minute.

Mr. Speaker, I simply want to observe, as I think the gentleman from Maryland (Mr. HOYER) indicated this morning, that last year when we had so many appropriation bills not passed until the next session of Congress, the cry we frequently heard on the majority side of the aisle was that "The Senate made me do it." And they were all too eager to blame the Senate for the fact that most appropriation bills had gone nowhere.

As the saying goes, this year they do not have Senator DASCHLE to kick around anymore with the Democrats being in the minority. And so I think it will be interesting to see whether or not the majority sooner or later can either end its debate with itself or else on several of these bills reach across

the aisle and try to work out a more bipartisan solution.

I know the gentleman from Florida (Mr. YOUNG) has certainly tried, and I believe I have tried; but sometimes things are settled at a level above our pay grade. That is the way life is, and that is the way this institution is.

Mr. OBEY. Mr. Speaker, I yield back the balance of my time.

Mr. YOUNG of Florida. Mr. Speaker, I urge that we pass this CR and get the process moving, and I yield back the balance of my time.

The SPEAKER pro tempore. All time for debate has expired.

The joint resolution is considered read for amendment, and pursuant to House Resolution 407 the previous question is ordered.

The question is on the engrossment and third reading of the joint resolution.

The joint resolution was ordered to be engrossed and read a third time, and was read the third time.

The SPEAKER pro tempore. The question is on passage of the joint resolution.

Pursuant to clause 10 of rule XX, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this question will be postponed.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered or on which the vote is objected to under clause 6 of rule XX.

Record votes on postponed questions will be taken later today.

□ 1130

RECESS

The SPEAKER pro tempore (Mr. GILLMOR). Pursuant to clause 12(a) of rule I, the Chair declares the House in recess for approximately 5 minutes.

Accordingly (at 11 o'clock and 30 minutes a.m.), the House stood in recess for approximately 5 minutes.

AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore at 11 o'clock and 39 minutes a.m.

GRADUATE OPPORTUNITIES IN HIGHER EDUCATION ACT OF 2003

Mr. HOEKSTRA. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3076) to amend title VII of the Higher Education Act of 1965 to ensure graduate opportunities in postsecondary education, and for other purposes, as amended.

The Clerk read as follows:

H.R. 3076

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

SECTION 1. SHORT TITLE; REFERENCES.

(a) SHORT TITLE.—This Act may be cited as the "Graduate Opportunities in Higher Education Act of 2003".

(b) REFERENCES.—Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

SEC. 2. JAVITS FELLOWSHIP PROGRAM.

(a) INTERRUPTIONS OF STUDY.—Section 701(c) (20 U.S.C. 1134(c)) is amended by adding at the end the following new sentence: "In the case of other exceptional circumstances, such as active duty military service or personal or family member illness, the institution of higher education may also permit the fellowship recipient to interrupt periods of study for the duration of the tour of duty (in the case of military service) or not more than 12 months (in any other case), but without payment of the stipend."

(b) ALLOCATION OF FELLOWSHIPS.—Section 702(a)(1) (20 U.S.C. 1134a(a)(1)) is amended—

(1) in the first sentence, by inserting "from diverse geographic regions" after "higher education"; and

(2) by adding at the end the following new sentence: "The Secretary shall also assure that at least one representative appointed to the Board represents an institution that is eligible for a grant under title III or V of this Act."

(c) STIPENDS.—Section 703 (20 U.S.C. 1134b(a)) is amended—

(1) in subsection (a)—

(A) by striking "1999-2000" and inserting "2004-2005";

(B) by striking "shall be set" and inserting "may be set"; and

(C) by striking "Foundation graduate fellowships" and inserting "Foundation Graduate Research Fellowship Program"; and

(2) in subsection (b), by amending paragraph (1)(A) to read as follows:

"(1) IN GENERAL.—(A) The Secretary shall (in addition to stipends paid to individuals under this subpart) pay to the institution of higher education, for each individual awarded a fellowship under this subpart at such institution, an institutional allowance. Except as provided in subparagraph (B), such allowance shall be, for 2004-2005 and succeeding academic years, the same amount as the institutional payment made for 2003-2004 adjusted for 2004-2005 and annually thereafter in accordance with inflation as determined by the Department of Labor's Consumer Price Index for the previous calendar year."

(d) AUTHORIZATION OF APPROPRIATIONS.—Section 705 (20 U.S.C. 1134d) is amended by striking "fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years" and inserting "fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years".

SEC. 3. GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED.

(a) DESIGNATION OF AREAS OF NATIONAL NEED; PRIORITY.—Section 712 (20 U.S.C. 1135a) is amended—

(1) in the last sentence of subsection (b)—

(A) by striking "and an assessment" and inserting "an assessment"; and

(B) by inserting before the period at the end the following: "and the priority described in subsection (c) of this section"; and

(2) by adding at the end the following new subsection:

“(c) PRIORITY.—The Secretary shall establish a priority for grants in order to prepare individuals for the professoriate who will train highly-qualified elementary and secondary school teachers of math, science, and special education, and teachers who provide instruction for limited English proficient individuals. Such grants shall offer program assistance and graduate fellowships for—

“(1) post-baccalaureate study related to teacher preparation and pedagogy in math and science for students who have completed a master’s degree or are pursuing a doctorate of philosophy in math and science;

“(2) post-baccalaureate study related to teacher preparation and pedagogy in special education and English language acquisition and academic proficiency for limited English proficient individuals; and

“(3) support of dissertation research in the fields of math, science, special education, or second language pedagogy and second language acquisition.”.

(b) COLLABORATION REQUIRED FOR CERTAIN APPLICATIONS.—Section 713(b) (20 U.S.C. 1135b) is amended—

(1) by striking “and” at the end of paragraph (9);

(2) by redesignating paragraph (10) as paragraph (11); and

(3) by inserting after paragraph (9) the following new paragraph:

“(10) in the case of an application for a grant by a department, program, or unit in education or teacher preparation, contain assurances that such department, program, or unit collaborates with departments, programs, or units in all content areas to assure a successful combination of training in both teaching and such content; and”.

(c) STIPENDS.—Section 714(b) (20 U.S.C. 1135c(b)) is amended—

(1) by striking “1999–2000” and inserting “2004–2005”;

(2) by striking “shall be set” and inserting “may be set”; and

(3) by striking “Foundation graduate fellowships” and inserting “Foundation Graduate Research Fellowship Program”.

(d) ADDITIONAL ASSISTANCE.—Section 715(a)(1) (20 U.S.C. 1135d(a)(1)) is amended—

(1) by striking “1999–2000” and inserting “2004–2005”; and

(2) by striking “1998–1999” and inserting “2003–2004”.

(e) AUTHORIZATION OF APPROPRIATIONS.—Section 716 (20 U.S.C. 1135e) is amended by striking “fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years” and inserting “fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years”.

(f) TECHNICAL AMENDMENTS.—Section 714(c) (20 U.S.C. 1135c(c)) is amended—

(1) by striking “section 716(a)” and inserting “section 715(a)”; and

(2) by striking “section 714(b)(2)” and inserting “section 713(b)(2)”.

SEC. 4. THURGOOD MARSHALL LEGAL EDUCATIONAL OPPORTUNITY PROGRAM.

(a) CONTRACT AND GRANT PURPOSES.—Section 721(c) (20 U.S.C. 1136(c)) is amended—

(1) by amending paragraph (2) to read as follows:

“(2) to prepare such students for study at accredited law schools and assist them with the development of analytical skills and study methods to enhance their success and promote completion of law school;”;

(2) by striking “and” at the end of paragraph (4);

(3) by striking the period at the end of paragraph (5) and inserting “; and”; and

(4) by adding at the end the following new paragraph:

“(6) to award Thurgood Marshall Fellowships to eligible law school students—

“(A) who participated in summer institutes authorized by subsection (d) and who are enrolled in an accredited law school; or

“(B) who are eligible law school students who have successfully completed a comparable summer institute program certified by the Council on Legal Educational Opportunity.”.

(b) SERVICES PROVIDED.—Section 721(d)(1)(D) (20 U.S.C. 1136(d)(1)(D)) is amended by inserting “in analytical skills and study methods” after “courses”.

(c) AUTHORIZATION OF APPROPRIATIONS.—Section 721(h) (20 U.S.C. 1136(h)) is amended by striking “1999 and each of the 4 succeeding fiscal years” and inserting “2004 and each of the 5 succeeding fiscal years”.

(d) GENERAL PROVISIONS.—Subsection (e) of section 731 (20 U.S.C. 1137(e)) is repealed.

SEC. 5. FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION.

(a) CONTRACT AND GRANT PURPOSES.—Section 741(a) (20 U.S.C. 1138(a)) is amended—

(1) by amending paragraph (1) to read as follows:

“(1) the encouragement of the reform and improvement of, and innovation in, postsecondary education and the provision of educational opportunity for all, especially for the non-traditional student populations;”;

(2) in paragraph (2), by inserting before the semicolon at the end the following: “for postsecondary students, especially those that provide academic credit for programs”;

(3) by amending paragraph (3) to read as follows:

“(3) the establishment of institutions and programs based on the technology of communications, including delivery by distance education;”;

(4) by amending paragraph (6) to read as follows:

“(6) the introduction of institutional reforms designed to expand individual opportunities for entering and reentering postsecondary institutions and pursuing programs of postsecondary study tailored to individual needs;”.

(b) AREAS OF NATIONAL NEED.—Section 744(c) (20 U.S.C. 1138c(c)) is amended by striking paragraph (4) and inserting the following:

“(4) International cooperation, partnerships, or student exchange among postsecondary educational institutions in the United States and abroad.

“(5) Establishment of academic programs including graduate and undergraduate courses, seminars and lectures, support of research, and development of teaching materials for the purpose of supporting faculty and academic programs that teach traditional American history (including significant constitutional, political, intellectual, economic, diplomatic, and foreign policy trends, issues, and documents; the history, nature, and development of democratic institutions of which American democracy is a part; and significant events and individuals in the history of the United States).

“(6) Support for planning, applied research, training, resource exchanges or technology transfers, the delivery of services, or other activities the purpose of which is to design and implement programs to enable institutions of higher education to work with private and civic organizations to assist communities to meet and address their pressing and severe problems, including economic development, community infrastructure and housing, crime prevention, education, healthcare, self sufficiency, and workforce preparation.”.

(c) AUTHORIZATION OF APPROPRIATIONS.—Section 745 (20 U.S.C. 1138d) is amended by striking “\$30,000,000 for fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years” and inserting “\$40,000,000 for fiscal year 2004 and such sums

as may be necessary for each of the 5 succeeding fiscal years”.

SEC. 6. URBAN COMMUNITY SERVICE.

Part C of title VII (20 U.S.C. 1139 et seq.) is repealed.

SEC. 7. DEMONSTRATION PROJECTS TO ENSURE STUDENTS WITH DISABILITIES RECEIVE A QUALITY HIGHER EDUCATION.

(a) SERVING ALL STUDENTS WITH DISABILITIES.—Section 762(a) (20 U.S.C. 1140a(a)) is amended by striking “students with learning disabilities” and inserting “students with disabilities”.

(b) AUTHORIZED ACTIVITIES.—

(1) AMENDMENT.—Section 762(b)(2) is amended—

(A) in subparagraph (A), by inserting “in order to improve retention and completion” after “disabilities”;

(B) by redesignating subparagraphs (B) and (C) as subparagraphs (C) and (E), respectively;

(C) by inserting after subparagraph (A) the following new subparagraph:

“(B) EFFECTIVE TRANSITION PRACTICES.—The development of innovative, effective, and efficient teaching methods and strategies to ensure the smooth transition of students with disabilities from high school to postsecondary education.”; and

(D) by inserting after subparagraph (C) (as redesignated by subparagraph (B) of this paragraph) the following new subparagraph:

“(D) DISTANCE LEARNING.—The development of innovative, effective, and efficient teaching methods and strategies to provide faculty and administrators with the ability to provide accessible distance education programs or classes that would enhance access of students with disabilities to higher education, including the use of electronic communication for instruction and advisement.”.

(2) CONFORMING AMENDMENT.—Section 762(b)(3) is amended by striking “subparagraphs (A) through (C)” and inserting “subparagraphs (A) through (E)”.

(c) APPLICATIONS.—Section 763 (20 U.S.C. 1140b) is amended—

(1) by amending paragraph (1) to read as follows:

“(1) a description of how such institution plans to address the activities allowed under this part;”;

(2) by striking “and” at the end of paragraph (2);

(3) by striking the period at the end of paragraph (3) and inserting “; and”; and

(4) by adding at the end the following new paragraph:

“(4) a description of the extent to which an institution will work to replicate the best practices of institutions of higher education with demonstrated success in serving students with disabilities.”.

(d) AUTHORIZATION OF APPROPRIATIONS.—Section 765 (20 U.S.C. 1140d) is amended by striking “fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years” and inserting “fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years”.

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

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

GENERAL LEAVE

Mr. HOEKSTRA. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material on H.R. 3076.

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

There was no objection.

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

Mr. Speaker, I rise today in support of H.R. 3076, the Graduate Opportunities in Higher Education Act, a bill that will not only build upon the successes of our graduate education programs, but will also help fulfill areas of critical National need which will help trigger improvement at all levels of education, including K-12.

I would like to thank my colleagues on both sides of the aisle, particularly the ranking member of the subcommittee, the gentleman from Texas (Mr. HINOJOSA) who, again, we have been very able to work very well together, and his cooperation has been able to bring these bills together in a bipartisan way.

We all recognize the importance of graduate education, particularly as we work to meet the challenges of the No Child Left Behind Act and place a highly-qualified teacher in every public school classroom by the 2005-2006 school year. I believe the legislation before us today will help our States and schools as they strive to achieve that important goal.

The Federal Government has long been involved with graduate-level education, providing fellowships that assist students who excel in their chosen fields to complete education beyond the baccalaureate level. These programs have been tremendously successful, encouraging in-depth study and creating knowledgeable experts, particularly in subject areas facing national need.

Graduate education authorized under Title VII of the Higher Education Act produces immeasurable benefits for our Nation. Not only do these programs enrich our citizenry, but they also nurture discovery and innovation that will some day lead to medical and technological advancements. Graduate programs train the next generation of teachers, researchers, engineers, doctors, lawyers, poets and professors. These individuals will be vitally important in preparing the United States to meet the challenges of the future.

Title VII of the Higher Education Act authorizes three graduate fellowship programs, the Graduate Assistance in Areas of National Need program, the Jacob K. Javits Fellowship program, and the Thurgood Marshall Legal Educational Opportunity program.

Collectively, they encourage students to advance their knowledge in scientific and technical fields, the arts and humanities, and legal studies by providing financial assistance as well as support services to those displaying academic excellence in their field of study.

Each year, Congress appropriates nearly \$45 million to assist these students in pursuing their goals. The Graduate Opportunities and Higher

Education Act seeks to build upon the success of these programs by targeting fellowships in subject areas facing national need, not only at the graduate level, but also by encouraging study of subject areas where there are shortages in K-12 education as well. This will help to expand the number of educators prepared to train the teachers of tomorrow in critical subject areas such as math, science, and special education. By placing a priority on these subject areas with a demonstrated national need, graduate fellowships will serve to strengthen education from the halls of universities down to the classrooms filled with children.

In addition to placing a priority on these three subject areas, the Graduate Opportunities in Higher Education Act also recognizes the rapidly-growing need for teachers prepared to meet the needs of students with limited English proficiency. The Graduate Opportunities and Higher Education Act is an essential piece of our higher-education reform efforts. By strengthening graduate education and targeting the Federal investment towards those areas facing demonstrated need, we cannot only improve graduate education but education at all levels in this Nation.

I encourage my colleagues to join me in supporting this important piece of legislation and help make our already successful graduate education programs even better.

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

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

Mr. Speaker, I rise in support of in support of H.R. 3076, the Graduate Opportunities in Higher Education Act. I would like to commend our subcommittee chairman, the gentleman from Michigan (Mr. HOEKSTRA); the chairman of the full committee, the gentleman from Ohio (Mr. BOEHNER); and our ranking member, the gentleman from California (Mr. GEORGE MILLER) for the way they have managed this process, enabling us to bring this bipartisan measure to the House floor today.

This bill reauthorizes Title VII of the Higher Education Act. Although it only represents a small percentage of the Federal investment in higher education, it is a critical investment. This education legislation reaffirms the Federal interest in promoting access to advanced and professional degrees, as well as assisting colleges and universities in meeting the needs of the growing number of students with disabilities who aspire to earn college degrees.

This legislation make important improvements to our graduate education programs. If we are to reach our goal of ensuring that there is a highly-qualified teacher in every classroom, we must address our teacher preparation pipeline in its entirety.

□ 1145

In No Child Left Behind we addressed the need for professional development

and mentoring for teachers already in our schools. In the Ready to Teach Act, we worked on improving the preparation of new teachers. And now, in the Graduate Opportunities in Higher Education Act, we are going to address faculty shortages in our colleges of education, especially in the fields of math, science, special education, and teaching of limited English proficiency students to ensure that our teacher colleges have the well-prepared faculty to prepare new teachers and conduct the scientifically-based research that will be used to inform instruction in classrooms across the whole country.

This is an important addition to the Higher Education Act, and I thank the chairman for working with us to include it in this bill.

I am also pleased that this bill reauthorizes and makes improvements to the Thurgood Marshall Legal Educational Opportunity Program, demonstration projects to ensure that students with disabilities receive a quality higher education and the funds for the improvement of postsecondary education.

Mr. Speaker, I would like to commend the staff on both sides of the aisle on a job well-done in preparing this legislation. In particular, I would like to recognize the work of Alison Ream for the majority, and I would like to recognize Mr. Ricardo Martinez for this side of the aisle.

Again, thank the chairman for working to bring forward a bill that we can all support.

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

Mr. HOEKSTRA. Mr. Speaker, I yield 2 minutes to the gentleman from Nebraska (Mr. OSBORNE).

Mr. OSBORNE. Mr. Speaker, I thank the gentleman for yielding me this time and for shepherding this legislation through the committee in a truly bipartisan fashion. I think it is well-written and well-received by everyone concerned, so I would like to express my support for H.R. 3076.

H.R. 1, better known as No Child Left Behind, certainly raises the bar regarding teacher qualifications. And so to do this, we will need to improve our teacher training programs at the post-secondary level.

We are currently experiencing a teacher shortage crisis of tremendous magnitude across the country, especially in the areas of math, science, special ed, and bilingual language teachers. My daughter, actually, is an English-as-a-second-language teacher, and I realize how scarce these teachers are. This bill will especially improve teacher training in these underserved areas.

Another area of the legislation that really appeals to me is that it provides for some competitive grant programs to encourage innovation and reform in higher education. So often, in our teachers' colleges, we see things done the same way they were done 20 years ago, and so I think this is badly needed, to have some innovative creative

ideas. So these grants, I think, will serve us well.

So I think this is an excellent piece of legislation, Mr. Speaker. I endorse it wholeheartedly, as I think everyone on the Committee on Education and the Workforce does, and I thank the chairman for his efforts in this regard.

Mr. HOEKSTRA. Mr. Speaker, I yield 4 minutes to the gentleman from Michigan (Mr. EHLERS), a member of the Committee on Education and the Workforce.

Mr. EHLERS. Mr. Speaker, I commend both the gentleman from Ohio (Mr. BOEHNER) and the gentleman from Michigan (Mr. HOEKSTRA) for their work on the Graduate Opportunities in Higher Education Act. I also thank the committee staff for working to address my concerns surrounding the Graduate Assistance in Areas of National Need program, better known as the GAANN program.

I also commend the Secretary of Education for identifying as the current areas of national need biology, chemistry, computer and information sciences, engineering, geological and related sciences, and math and physics.

There is good reason for him to do so: It is estimated that more than half of the economic growth of the United States today results directly from research and development in science and technology. The effectiveness of the United States in promoting economic growth will be largely determined by the intellectual capital of the United States. Education is critical in developing this resource.

Currently, a shortage exists of scientists, engineers and other technology-proficient workers. It is hard to believe that when we have an economy, as we have right now, with massive unemployment, but there are an estimated 200,000 open positions for scientists, engineers, and technology professionals. This is in addition to approximately 200,000 H-1B visa recipients who are currently in the United States filling other technical positions.

Unfortunately, the United States enrollment in both undergraduate and graduate mathematics, science and engineering majors is lower than enrollment in most other majors, and enrollment has been on the decline over the past decade. Especially worrisome is the fact that enrollments in undergraduate engineering which is training for a key specialty that we need in our manufacturing work, has declined steadily for 20 years. Graduate enrollment in engineering, however, has increased. How can that be? The difference is students from other countries coming in to do graduate work in our country because we are not producing enough students at the undergraduate level to fill the available graduate spaces. That is not good for the long-term health of our economy and our country.

This declining enrollment affects the education of our prospective elementary and secondary mathematics and

science teachers as well. Teachers provide the essential connection between students and the content they are learning. Student performance on the recent Third International Mathematics and Science Study highlights the shortcomings of current K-12 science and mathematics education in the United States, particularly when compared to other countries. We must expect more from our Nation's educators and students if we are to build on the accomplishments of previous generations.

New methods of teaching mathematics and science are required, as well as better curricula and improved training of teachers. Just to illustrate that, the TIMSS study I mentioned showed that we are near the bottom of all developed nations in the accomplishments of our high school students in science in general. We are even lower in the performance of our students in mathematics, and we are dead last out of all developed nations in the performance of our high school physics students. Clearly, we need improvements if we are going to continue discoveries and the growth of our economic engine.

To achieved improved training of teachers, this legislation establishes a priority for grants under the GAANN program in order to prepare individuals for the professoriate who are committed to training highly-qualified elementary and secondary school teachers of mathematics and science. I encourage the secretary to provide priority to departments that engage in such activities, and encourage the secretary to regard departments of mathematics and science, as well as departments of engineering, as departments that may provide such activities. Already, departments of engineering have demonstrated a focus on preparing highly-qualified elementary and secondary mathematics and science teachers. We must have those teachers in the K-12 system. If we do not, we are not going to solve the problem, and we will continue to be short on trained technical personnel, we will continue to suffer in our economy.

Mr. HINOJOSA. Mr. Speaker, I yield back the balance of my time.

Mr. HOEKSTRA. Mr. Speaker, I yield myself such time as I may consume to, once again, thank my colleague for working with us. I think we have developed a great partnership on this subcommittee. We had a great hearing down in the gentleman's district, a couple of weeks ago, in Texas. We had a very, very good hearing, a very, very good roundtable, and a delicious dinner together with great hospitality. And I just want to publicly express my appreciation for the cooperation in that process and also the continued partnership on the legislation coming through this committee.

Mr. HINOJOSA. Mr. Speaker, will the gentleman yield?

Mr. HOEKSTRA. I yield to the gentleman from Texas.

Mr. HINOJOSA. Mr. Speaker, I would like to also express my appreciation for the way in which the gentleman conducted the hearing that we had here in Washington, wherein you brought in experts to show us the great demand that there is for programs and for classes and the shortage that we have of faculty, prepared faculty, in the colleges and universities. And the gentleman responded so quickly to be able to bring that then to our subcommittee, pass it unanimously, and now bring it to the House floor. So this will make all those deans, who came all the way to Washington to testify before us, extremely happy, as it makes me, and I am sure that many of those in higher education are going to be elated that this finally has passed.

Mr. HOEKSTRA. Mr. Speaker, reclaiming my time, I thank the gentleman for those kind words.

Mr. BOEHNER. Mr. Speaker, I rise today in support of H.R. 3076, the Graduate Opportunities in Higher Education Act. I'm particularly pleased that this bill has the potential not only to enhance graduate education, but to build on the strength of education at all levels by helping to increase study of subject areas facing particular shortages at the K-12 level.

I'd like to first applaud Select Education Subcommittee Chairman PETE HOEKSTRA—the author of this measure—for his leadership in bringing this bill forward. He has crafted a bill, with bipartisan support, that ensures our Federal investment in graduate education is money well spent. I'd also like to thank Mr. MILLER, the ranking member on the Committee, and Mr. HINOJOSA, the ranking member on the subcommittee, for their cooperation and leadership in bringing this measure forward.

This legislation will build on the success of the graduate programs currently authorized under Title VII of the Higher Education Act, and additionally, the bill will also help to fulfill the demand for highly qualified teachers at the K-12 level.

Witnesses have testified before the Education & the Workforce Committee that an important key to placing highly qualified teachers in every public school classroom, as called for by the bipartisan No Child Left Behind Act, is having adequate faculty available to train the teachers of tomorrow. This is particularly important in subject areas facing severe shortages. I believe the importance of this cannot be overstated. If we are serious about ensuring every child learns from a highly qualified teacher, we must address the issue comprehensively.

Elementary and secondary classrooms across the Nation are facing severe shortages of highly qualified teachers, particularly in high-demand subject areas. States and schools tell us they are struggling to find highly qualified math, science, and special education teachers. And as our schools work to educate those whose native language is not English, we need teachers who are prepared to meet the needs of students with limited English proficiency (LEP). For those reasons, this bill places a priority on these particular subject areas, ensuring that our investment in graduate education continues to improve education at all levels in America.

Although I believe the role graduate education plays in creating a pipeline of highly

qualified teachers is extremely important, the many other benefits of graduate education cannot be overlooked. As we enter the 21st Century, the need for advanced education is becoming increasingly vital to successfully maintaining our place in the technologically-advanced economy. Now, more than ever, our citizens are obtaining graduate degrees in order to gain more expertise in their field of study. This bill will help ensure the continued availability of such graduate study opportunities for students.

I'd like to thank members of my staff for their hard work in brining this bill forward today; particularly Krisann Pearce, Alison Ream, Kathleen Smith, Alexa Marrero, and Rebecca Hunt with Mr. HOEKSTRA's staff. Additionally, I would like to thank the Democratic staff, including Ricardo Martinez, Alex Nock, Ellyne Bannon and Moira Lenehan with Mr. HINOJOSA's staff. Thanks to the leadership of Chairman HOEKSTRA, the bipartisan cooperation from members on both sides of the aisle, and the hard work of our staff, we have before us today a bill that will allow for the continued success of graduate fellowships that enrich student knowledge while building up our teaching workforce.

As we move forward with the reauthorization of the Higher Education Act, we must continue to build on the success of these valuable programs that prepare the next generation of scholars. Graduate education is essential to maintaining our economic leadership, as well as ensuring the success of education reform in classrooms across America. I hope my colleagues will join me in supporting this bill, and the continued success of graduate education.

Mr. HOLT. Mr. Speaker, I rise today to support H.R. 3076, the Graduate Opportunities in Higher Education Act.

The bill authorizes a total of \$120 million for Title VII graduate education programs, including Javits Fellowships, Graduate Assistance in Areas of National Need, Thurgood Marshall Legal Education Opportunities and the Fund for the Improvement of Post-Secondary Education programs.

Mr. Speaker, I would like to thank Chairman BOEHNER for his work on this bill and for accepting my amendment in committee.

Under the graduate Assistance in Areas of National Need program, the Higher Education Act provides grants to colleges and universities to address subject areas where America doesn't have enough people with advanced degrees—including education, where new teachers are trained.

My amendment would require that any schools of education that apply for GAANN grants collaborate with a department, program, or unit in science, math, or other appropriate content area to assure a successful combination of training in both teaching and relevant content. This should go almost without comment. Most graduate schools already do this.

With the enactment of the historic No Child Left Behind Act, Congress committed itself to ensuring that every student would have the opportunity to improve academically, to attend a safe school in a challenging and nurturing classroom environment, and to have a chance for real scholastic success.

Critical to achieving these goals is having highly qualified teachers in every classroom—teachers who are not only versed in general teaching skills, but who also have expertise in the subject matter they teach.

This is because when teachers pursue a graduate degree in education, they often focus on education theory and policy, rather than combining such a curriculum with substantive research in a particular subject area like math, science, or literature.

If we hope to achieve the goals of No Child Left Behind, we must ensure that the teachers in our children's classrooms are indeed "highly qualified," which should include expertise in the subject matter they teach.

That is why I offered, and the committee accepted, an amendment that will reaffirm our commitment to improving teacher quality so that all of our schools can meet the standards of No Child Left Behind.

Mr. Speaker, I thank the chairman for his support of my amendment, and I ask my colleagues to support this bill.

Mr. DAVIS of Illinois. Mr. Speaker, I rise today in support of H.R. 3076, to reauthorize Title VII of the Higher Education Act to authorize graduate fellowship programs with the financial support necessary to complete advanced degrees in areas of national need and in the humanities, social sciences and the arts. I would like to commend Chairman HOEKSTRA and Ranking Member HINOJOSA on their exceptional work on this resolution.

I am pleased that we are continuing to encourage our young people to persist with their education and obtain higher levels of knowledge. There are three types of graduate fellowship programs that are authorized: the Jacob K. Javits Fellowships, the Graduate Assistance in Areas of National Need (GAAN) Fellowships and the Thurgood Marshall Legal Education Opportunity Program. We should be proud of these programs which are set up to give opportunity to individuals who may not have the change otherwise to gain a graduate degree.

Unfortunately, the Urban Community Service program, which was created to provide incentives to urban academic institutions to allow these schools to work with private and civic organizations to implement solutions to pressing problems in their communities, was eliminated. I understand that the program has not received funding since Fiscal Year 1996, yet this program is very rich on how urban colleges and universities can work with the surrounding area to strengthen and lift up the community by making it safer and a better place to live for both the students and the people in the community. At too many urban colleges and universities, the only safe place to be in the area is on the campus. I hope in the future we can try to implement this program or a similar program as a way to encourage urban academic institutions to not forget about the community that surrounds its campus and to proactively work with the community.

Again, I support the Chairman and Ranking Member for their efforts on this legislation. I encourage my colleagues to support this legislation.

Mr. CASTLE. Mr. Speaker, I rise in support of H.R. 3076, the Graduate Opportunities in Higher Education Act.

The Graduate Opportunities in Higher Education Act, H.R. 3076, builds upon the success of the graduate fellowship programs within the Higher Education Act (HEA). Because graduate education trains the faculty who train the teachers of tomorrow, the legislation recognizes subject areas in elementary and sec-

ondary education facing shortages, and places a priority on those subject areas, working to create a pipeline of highly qualified teachers to improve education at all levels.

Since enactment of No Child Left Behind, this Congress, the administration and educators nationwide have recognized the importance of having highly qualified teachers in the classroom. We need to raise teacher quality standards in our education system, but also help our teachers find the means to meet these goals. H.R. 3076 is an important step toward this end. By expanding our graduate programs, we guarantee that our students will be educated by highly qualified teachers with an extensive knowledge base. It is a great step toward the betterment of our education system.

I encourage my colleagues to support H.R. 3076 as an important reform to our higher education system and ultimately to our Nation.

Mr. HOEKSTRA. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. GILLMOR). The question is on the motion offered by the gentleman from Michigan (Mr. HOEKSTRA) that the House suspend the rules and pass the bill, H.R. 3076, 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.

A motion to reconsider was laid on the table.

INTERNATIONAL STUDIES IN HIGHER EDUCATION ACT OF 2003

Mr. HOEKSTRA. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3077) to amend title VI of the Higher Education Act of 1965 to enhance international education programs, as amended.

The Clerk read as follows:

H.R. 3077

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

SECTION 1. SHORT TITLE; REFERENCES; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the "International Studies in Higher Education Act of 2003".

(b) REFERENCES.—Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

(c) TABLE OF CONTENTS.—

- Sec. 1. Short title; references; table of contents.*
Sec. 2. International and foreign language studies.
Sec. 3. Business and international education programs.
Sec. 4. Institute for International Public Policy.
Sec. 5. Evaluation, outreach, and dissemination.
Sec. 6. Advisory Board.
Sec. 7. Recruiter access to students and student recruiting information; safety.

SEC. 2. INTERNATIONAL AND FOREIGN LANGUAGE STUDIES.

(a) FINDINGS AND PURPOSES.—Section 601 (20 U.S.C. 1121) is amended—

(1) in subsection (a)—

(A) by striking "post-Cold War" in paragraph (3);