

other low-wage countries. Some have called this Bush-onomics. But if you are a multinational corporation looking for low-wage workers, they roll out the red carpet for you. They even say outsourcing jobs is a good thing. The Bush administration will even drive down the value of the dollar to help their bottom line.

But if you are a family in Toledo or Cleveland or Akron, you are out of luck. Our workers are sitting around the kitchen table asking a simple question: Where are the jobs? And I hope they are also asking who are they going to elect to the job of the Presidency of our Nation and to this Congress come next November.

NO CHILD LEFT BEHIND

The SPEAKER pro tempore (Mr. BONNER). Under a previous order of the House, the gentleman from Georgia (Mr. BURNS) is recognized for 5 minutes.

Mr. BURNS. Mr. Speaker, No Child Left Behind was an Act passed overwhelmingly by a bipartisan majority in the Congress in 2001. It was signed into law by President Bush in January of 2002. While I was not here to vote for this bill, I am a supporter of the goals that this legislation is designed to achieve.

Interestingly, some of those who voted for final passage of the No Child Left Behind bill in the House and for the conference report now have proposed legislation to drastically alter this legislation, and some organizations say that it needs significant modification. What is wrong? What is wrong with asking for higher achievement in our schools? Why should we not provide more information for parents about their child's achievement?

I would like to highlight several facts about the No Child Left Behind legislation. First of all, No Child Left Behind supports learning in the early years, thereby preventing many learning difficulties that arise later.

Children who enter school with language skills and prereading skills are more likely to read well in the early grades and succeed in latter years. In fact, research shows that most reading problems faced by adolescents and adults are the result of problems that could have been prevented through good instruction in early childhood years. No Child Left Behind targets resources for early childhood education so that all youngsters get off to the right start.

Secondly, No Child Left Behind provides more information for parents about their children's achievement.

Under the No Child Left Behind legislation, each State must measure every public school student's achievement in reading and math in grades 3 through 8, and then at least once during grades 10 through 12. By the school year 2007 and 2008, State assessments in science will also be underway. It is important to note that these achievements are based

on State academic content and achievement standards. Each State defines its own standards and each State determines what test it will use to measure student achievement.

The third thing I think is important is No Child Left Behind provides parents and taxpayers with important information about the performance of local schools.

No Child Left Behind requires that State and school districts give parents an easy-to-read, detailed report card on schools and school districts, telling them which ones are succeeding and why. Included in the report card are student achievement data broken out by race, by ethnicity, by gender, by English language proficiency, migrant status, disability status, and low-income status, as well as important information about the professional qualifications of our teachers.

With these provisions, No Child Left Behind ensures that parents have important timely information about the schools their children attend, whether they are performing well or not, for all children, regardless of their background.

Fourth, No Child Left Behind gives children and parents a lifeline.

In this new era of education, children are no longer trapped in low-performing schools. Under No Child Left Behind, schools must use Federal funds to make needed improvements. In the event of a school's continued poor performance, parents have an option. They have the option that ensures their child receives the high quality education to which they are entitled. That might mean that a child would transfer to a higher-performing school in an area, or it may mean they may receive supplemental educational services in their community, such as tutoring, after-school programs or remedial classes.

No Child Left Behind improves teaching and learning by providing better information to parents, to teachers, to principals, and to the community.

Annual tests to measure children's achievement provide school officials with independent information about each child's strengths and weaknesses. Teachers, principals, and superintendents across the country are using the data from state assessments to make more effective decisions for students, schools, and districts.

Districts can use information provided from state assessments to determine needs and target resources.

Principals can use information from state assessments to determine the appropriate professional development needs of teachers and to help meet the needs of all subgroups of students.

Teachers can use information from assessments to inform classroom decisions and provide the best possible instruction to ensure that all students are learning.

No Child Left Behind ensures that teacher quality is a high priority. Because of the proven correlation between teacher quality and student academic achievement, No Child Left Behind includes provisions stating that all

teachers of core academic areas must be "highly qualified" by the end of the 2005-2006 school year. Each state is responsible for developing its own definition of "highly qualified" and each state has the flexibility to develop its own system to measure teacher qualifications. States are also encouraged to be innovative in finding ways to improve teacher quality, including alternative certification, merit pay, and bonuses for teachers in high-need subject areas like math and science.

No Child Left Behind focuses on what works. No Child Left Behind puts a special emphasis on implementing educational programs and practices that have been clearly demonstrated to be effective through rigorous scientific research. Federal funding is now targeted to support such programs.

For example, the Reading First program makes federal funds available to help reading teachers in the early grades strengthen old skills and gain new ones in instructional techniques that scientifically based research has shown to be effective.

No Child Left Behind provides state and local leaders with unprecedented flexibility as they implement the law. The foundation of No Child Left Behind is a system of state standards and state assessments to ensure accountability. Each state sets its own standards and each state determines what assessment it will use to measure student achievement.

To provide state and local school districts with as much flexibility as possible, No Child Left Behind provides the ability to transfer up to 50 percent of the funding they receive for Teacher Quality, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools, to any one of these programs or to Title I. This ability to transfer federal funds among certain accounts is new under No Child Left Behind and no "permission" is required before transferring funds.

States and local school districts also have the opportunity to apply for demonstration projects providing even more flexibility in how federal resources are used.

Additionally, recent policies announced by the U.S. Department of Education are providing states and local school districts with even more flexibility as they meet the academic needs of students with disabilities and English language learners.

I'm pleased that my home state of Georgia is responsive to such concerns as AYP. The state Department of Education meets weekly to deal with challenges and suggestions on implementation. Tips and strategies are sent out on a monthly basis to help school systems improve with regard to AYP.

No Child Left Behind provides more resources to our schools.

Because reforms implemented by No Child Left Behind, President Bush and the Congress are now investing more in education than at any point in history. In fiscal year 2001, the Federal Government provided \$17.4 billion for programs that now constitute No Child Left Behind. The fiscal year 2001 appropriation was signed into law by President Clinton. In January of 2002, President Bush signed the bipartisan No Child Left Behind Act, which reformed many of the Federal Government's educational programs, consolidated several programs to make them more efficient, provided new flexibility for

State and local leaders to shift funds between different programs, and to strengthen accountability systems to ensure that taxpayers' money helps increase the achievement of all students.

After signing the No Child Left Behind reforms into law, President Bush approved the funding for Fiscal Year 2002 and dramatically increased the federal government's investment in education.

While the funding level in Fiscal Year 2001 was \$17.4 billion (see chart):

Funding for No Child Left Behind programs in Fiscal Year 2002 was \$22 billion.

In Fiscal Year 2003, funding rose to \$23.6 billion.

In Fiscal Year 2004, funding increased to \$24.3 billion.

For Fiscal Year 2005, President Bush has proposed another increase to \$24.8 billion.

If President Bush's Fiscal Year 2005 budget is enacted, spending on No Child Left Behind programs will have increased 42.5 percent (\$17.4 billion to \$24.8 billion) since he took the oath of office. And even more importantly, those increased funds come with a renewed accountability for results.

These are reasons that we should stand behind the law: it provides flexibility, funding, and school and child improvement. Another reason is a personal story.

Cathy Heizman, the Director of the Child Advocacy Center in Cincinnati explains the importance of schools being held accountable for the educational results of students with disabilities:

All the time (my adult daughter) Cara received special education services, no one was held accountable for her learning. She was in general education classes, but the teachers weren't expected to teach her anything. The special education staff, who were supposed to provide support services, often just chose not to do what was on her IEP. As long as Cara didn't cause trouble and she made it to class on time, they were happy.

My daughter has a good life. She has a job, a steady volunteer opportunity, friends and family who care about her. But, I can't help but wonder what other chances she might have had if someone had actually tried to teach her academics while she was in school.

Now, [because of No Child Left Behind] we are all accountable for every child's educational progress. The percentage of students on IEPs who pass proficiency tests, will be listed separately on district and building report cards. The entire community will understand if the schools have actually taught our kids what they need to know, what all the other kids know. We'll finally have something to hold on to. We will be able to hold someone responsible.

This is a time for all of us to work closely together to make certain that we grab this opportunity to raise the expectations for every child. This could be the last best chance we get. If nothing changes, if our children don't learn, if the schools don't perform, then it will all have been for nothing. It is our obligation to make this moment in time mean something.

Don't we all want what's best for our children? Don't we want to see our children excel with every opportunity given them?

It's our obligation to allow children a high quality education. And it's our responsibility to make sure that the No Child Left Behind law—which passed this chamber with a bipartisan vote of 381 to 41—is implemented fairly and appropriately not simply "fixed" because some organizations find it flawed. As a Congress,

we're conducting that implementation oversight. I am pleased to see our Education and Workforce Committee hold oversight hearings on No Child Left Behind law and hope that it will continue.

Mr. Speaker, I urge my colleagues to continue to support a good solid implementation of No Child Left Behind.

THE NATION'S DEBT

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Mississippi (Mr. TAYLOR) is recognized for 5 minutes.

Mr. TAYLOR of Mississippi. Mr. Speaker, if you were to look back 400 or 500 years, to the nations that our forefathers left, many of them in Europe, a common practice then was that children would inherit the debts of their parents. If they did not have the money to repay those debts, then they became indentured servants for some lord or king.

Amongst the many decisions our founding fathers made when they wrote America's constitution was they had to wrestle with whether or not one generation should be able to burden the next generation with its debts. They decided they would not; that the debt dies with the estate, and that once an estate's taxes are paid, the children are not responsible for the debts of their parents.

I say this because we have seen a dramatic change in our Nation in the past 25 years, in particular, in the past 3 years. I have a 25-year-old daughter. On the day she was born, our Nation was less than \$1 trillion in debt. We had gone all the way from the American Revolution, the War of 1812, the Mexican-American War, the Civil War, the Spanish-American War, World War I, World War II, Korea and Vietnam, escaped the Great Depression, built the intercoastal waterways, and the Golden Gate Bridge and borrowed less than \$1 trillion.

It first started with the Reagan administration, a Democratic House and a Republican Senate. In the span of 8 years, they doubled that debt to \$2 trillion. Ah, but they were just pikers when it came to the Bush administration. In less than 3 years, since May 9, 2001, when George Bush passed his tax cut saying he could cut taxes, increase spending, balance the budget, and pay off those debts that we had, our Nation's debt has grown by \$1,448,675,099,676.

If I were to have one page out here on the House floor, which I have since been prohibited from doing by Speaker HASTERT, each holding up one sign for one digit, it would take 13 young Americans to show just the increase in our Nation's debt.

But it is worse than that. Because if we listen to my Republican colleagues, they say, but we have tax cuts, and we have done a lot of good with that. I would remind my colleagues that through December of this year, they have returned to the American public

\$431 billion in tax cuts since May 9, 2001. But in order to do that, they borrowed \$1.358 trillion.

Now, 7th grade math tells me that for every \$1 they have returned to the citizens, they borrowed \$3. It is an intergenerational transfer of debt. For the sake of their political coffers going up and their contributions going up, they have now stuck my kids, everyone's kids and every unborn child in America with an additional \$1.448 trillion worth of debt.

But it is worse than that. They did not just steal it from future generations, they stole it from today's generation.

Speaker HASTERT, why don't you tell us how much we owe to the Social Security Trust Fund today? Oh, I am sorry, you are out raising money.

Well, the Social Security Trust Fund owes \$1.555 trillion. And when my colleagues tell you about the lock box, ask them the name of the bank and the account number. Because there is not one penny in the Social Security Trust Fund.

How about the Medicare Trust Fund? Mr. Speaker, how much is owed to the Medicare Trust Fund? I am sorry, he is out talking about what a great job he has done as Speaker.

We owe \$284 billion to the Medicare Trust Fund. That is money taken out of people's taxes that were promised to be set aside for no other purpose than to pay Medicare bills. There is not a penny in that account. Again, if any of my colleagues tell you that there is, ask them for the name of the bank and the account number.

How about the military retirement fund? Those brave people serving us right now in dangerous places like Iraq and Afghanistan, in Colombia and Korea.

Mr. Speaker, how much money do we owe the military retirees trust fund? Gee, could not make it.

It is \$185 billion that you have taken from their trust fund and used to spend on your programs.

And lastly, those people who serve us, all the way from the FBI agents to the CIA, border patrol agents, homeland security agents, all those folks who work for our Nation and have a retirement system they have paid into that has been matched by the taxpayers. How much is owed to it, Mr. Speaker? \$621 billion.

Mr. Speaker, you have been Speaker now since January 1, 1999, and you have not allowed a vote on a balanced budget amendment. What is it that you are hiding from me? What is it that you are hiding from them?

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ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (Mr. BONNER). The Chair would remind Members that their remarks are to be addressed to the Chair.