

raise by the time they finish in August. They are well on their way to raising an enormous amount of money towards a cause that needs immediate attention.

Mr. Speaker, I ask my colleagues to join me in commending George Bishop, Matt Celesta, Joe McConaty, Matthew McConaty, John-Paul Maxfield, Dan Murray, and Chad Spurway for their efforts and pledging support for Colorado Trail For Multiple Sclerosis.

RECOGNITION OF ARMY  
SPECIALIST BRIAN M. ROMINES

**HON. JOHN SHIMKUS**

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 9, 2005*

Mr. SHIMKUS. Mr. Speaker, I rise today to recognize the life of Army Specialist Brian Romines who was recently killed in action fighting for freedom outside Baghdad, Iraq.

Romines was a 20-year-old native of Simpson, Illinois who served as an Army Specialist assigned to the A Battery, 2nd Battalion, 123rd Field Artillery Regiment, Army National Guard in Milan, Illinois. He was a 2003 graduate from Vienna High School, Vienna, Illinois. After his 18th birthday and his high school graduation, Romines felt the call to duty and signed up for the National Guard. According to reports, he was killed outside of Baghdad by a roadside bomb.

Romines is survived by his mother, Melinda Austin of Dongola, Illinois, his father, Randy Romines of Simpson, Illinois, and his brother Randall Romines, also a member of the National Guard. I am proud of the service this young man gave to our country and the service his fellow troops perform everyday. Not enough can be said about Army Spc Romines. It is troops like him that are risking their lives day in and day out to ensure our freedom here at home and to others throughout the rest of the world. I salute him and my best wishes go out to his family and all the troops fighting to ensure freedom and democracy. May God bless them and may God continue to bless America.

IN CELEBRATION OF THE TENTH  
ANNIVERSARY OF SPOTTED  
EAGLE HIGH SCHOOL

**HON. GWEN MOORE**

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 9, 2005*

Ms. MOORE of Wisconsin. Mr. Speaker, I rise today to recognize the achievements of an outstanding high school in my district. On June 10, 2005, Spotted Eagle High School celebrates its Tenth Anniversary. For the past decade, Spotted Eagle High School has offered a supportive learning environment not only for the Native American students for whom it was designed, but for a multiracial body of at-risk youth whose needs require the intensive and individualized attention the school provides.

Spotted Eagle was established in 1994 by the Milwaukee Area American Indian Manpower Council in partnership with the Milwaukee Public Schools, the Milwaukee Area

Technical College and the Indian Community School of Milwaukee.

Spotted Eagle High School's mission is to promote an appreciation for all cultures, emphasizing their relevance in today's society. The school endeavors to create a sense of community while emphasizing building skills that can contribute to students' self-reliance. The curriculum includes strong School-To-Work components; a culturally-integrated, competency-based, student-centered curriculum; and social services designed to meet the educational needs of their students and their families.

Mr. Speaker, it is a fact that many young people in Milwaukee face daunting challenges in completing their education because they live in poverty. Spotted Eagle High School recognizes those challenges, and provides specialized support services to assist students in coping with them as they strive to complete their educational goals. Case managers work directly with students to ensure that family needs are being addressed. Students at the school benefit from the emphasis on parental involvement, and access to health-related services and alcohol and drug awareness programs. Members of the school staff are rooted in the same cultural communities as the students they teach. Education and support program are designed to be relevant to students' cultural backgrounds, increasing the likelihood that students will stay in school and complete their education.

I know firsthand that caring and committed educators have the ability to empower students. I salute the staff, board members, present and former students and parents of Spotted Eagle High School for their efforts to transform the lives of Milwaukee's youth. I wish them the best as they celebrate their Tenth Anniversary, and look forward to celebrating many more milestones and achievements with them.

A TRIBUTE TO REV. ROBERT  
CHARLES JEFFERSON, FOUNDER  
AND SENIOR PASTOR OF CULLEN  
MISSIONARY BAPTIST CHURCH

**HON. AL GREEN**

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 9, 2005*

Mr. AL GREEN of Texas. Mr. Speaker, Today I pay tribute to a noble spiritual leader, a friend and my pastor, Rev. Robert Charles Jefferson. As the founder and senior pastor of the Cullen Missionary Baptist Church, he will, on Sunday, June 12, 2005, celebrate more than 28 years of loyal and dedicated service to not only the ministry but to the people of the great city of Houston, TX, as well.

Mr. Speaker, Rev. Jefferson was born on January 12, 1942 in Baton Rouge, LA. After completing his undergraduate education, he moved to Houston, TX, where he completed graduate study at Texas Southern University and InterBaptist Theological Center. For more than 17 years, before accepting his call to the ministry, Rev. Jefferson ran a very successful air-conditioning business. Because he is a great spirit-filled religious leader, in 1977, he was led to organize Cullen Missionary Baptist Church where, since its founding, he has served as senior pastor.

Rev. Jefferson is known throughout the community as a "bridge builder." Over the years, he has successfully been able to distinguish Cullen Missionary Baptist Church as a center for community activism as well as a haven for those in need of care. In 1991, he established the Cullen Christian Child Development Center, a daycare center for Christian youth. A few years later, in 1998, his leadership led to the creation of the Cullen Senior Citizens Ministry, Inc., which has provided more than 54 affordable housing units for seniors 55 and older. His housing ministry also recently created: "Brand New City, Inc.," which has built, since its inception, more than 500 houses for low income families and is well on its way to surpassing that number this year.

Mr. Speaker, Rev. Jefferson is not one who takes his role in the business of saving lives and souls lightly, and his membership in the Houston Branch of the NAACP, where he has served since 1987 as the Director of Religious Affairs, is indicative of that commitment. Even as he works tirelessly as a full-time pastor, he has managed to fulfill the roles of moderator of the Houston Gulf Coast Baptist Association; president of the Ministry Advisory Council of Houston and chairman of the board of Love Our Kids, Inc. He is the founder president of city-wide summer recreational programs and since 1979, coordinated programs for Houston's Ministers Against Crime, Inc.

Rev. Jefferson is the recipient of a number of honors and awards that include, but are not limited to certificates of appreciation from then-Governor of Texas, Ann Richards, and Houston Mayor Bob Lanier in 1992. That same year, he also received the Barbara Jordan Leadership Award in recognition of his uncompromising commitment to diversity and human rights. Over the years, tributes from Texas Southern University, the Houston Defender, Anheuser-Busch Companies and others have all highlighted the accomplishments of one of Houston's greatest spiritual leaders.

Finally, Mr. Speaker, when history records the legacy of Rev. Robert Charles Jefferson, I believe he will be touted as a visionary who has dedicated his life to ensuring that no one is left behind.

CONGRATULATING THE UNIVER-  
SITY OF MICHIGAN WOMEN'S  
SOFTBALL TEAM ON WINNING  
THE WOMEN'S COLLEGE WORLD  
SERIES.

**HON. JOHN D. DINGELL**

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 9, 2005*

Mr. DINGELL. Mr. Speaker, I rise today to honor and congratulate the University of Michigan women's softball team on Winning the Women's College World Series (WCWS), bringing home the first national championship in the softball program's history. Displaying the hard work and tenacity they acquired through a grueling 72 game season, this team dug deep and rose to victory, defeating the two-time defending champion UCLA Bruins 4-1 in extra innings.

This season Michigan advanced to its eighth WCWS, earned its first No.1 national ranking and won its 10th Big Ten Conference championship and seventh Big Ten Tournament

title. Head coach Carol Hutchins earned the 900th victory of her career in 2005, while junior Jennie Ritter earned the honor of Big Ten Pitcher of the Year and was one of three finalists for USA Softball Collegiate Player of the Year.

Michigan was the first team east of the Mississippi to reach the championship game of the Women's College World Series and the first non-West Coast school to be ranked No. 1 midseason.

Proving they are more than just athletes, these inspiring young women balanced classwork and community service with practice and over 15 games per month—all while maintaining strong academic records with six team members earning Academic All Big Ten honors.

Mr. Speaker, I ask that you and all of my colleagues join me in sending our heartfelt congratulations to coach Carol Hutchins for her coaching and leadership, and to the Women's College World Series Champions, the remarkable Wolverine women: Lorilyn Wilson, Jennifer Kreinbrink, Lauren Talbot, Tiffany Worthy, Stephanie Bercaw, Michelle Teschler, Stephanie Winter, Grace Leutele, Lauren Holland, Jennie Ritter, Samantha Findlay, Alessandra Giampaolo, Nicole Motycka, Rebekah Milian, Tiffany Haas, Michelle Weatherdon, Jessica Merchant, Becky Marx, and Angie Danis.

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INTRODUCING THE TEACHER EXCELLENCE FOR ALL CHILDREN ACT

**HON. GEORGE MILLER**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 9, 2005*

Mr. GEORGE MILLER of California. Mr. Speaker, I am pleased today to introduce an important piece of new legislation, the Teacher Excellence for All Children Act, that is the next step our country needs to take to ensure that every teacher in every classroom, teaching every child, is highly qualified.

First and foremost, I want to thank our teachers for their dedication and commitment to taking on the overwhelming demands of their profession. We ask them to perform miracles every day in our underfunded and overcrowded system. And we owe it to them and to their students to provide more than rhetoric about our commitment to encouraging talented people to enter the field and stay there.

Let me also thank the organizations, and their members, who go to work every day with the commitment to help our schools and our students succeed. They are a great constituency for this legislation, and I welcome their support and their input in its development. Thank you to the Alliance for Excellent Education, the American Federation of Teachers, the Business Roundtable, the Center for American Progress Action Fund, the Children's Defense Fund, the Council of Great City Schools, the Education Trust, the National Council on Teacher Quality, the National

Council of La Raza, the National Education Association, New Leaders for New Schools, the New Teacher Project, Operation Public Education, Teach for America, the Teacher Advancement Program Foundation, and The Teaching Commission.

We know the dismal effects on students when they lack the highest quality teachers. And we know that there are many reasons why people decline to enter the teaching profession, or decide not to remain there. Reasons such as low pay, lack of professional development, unreasonable burdens, or little opportunity for advancement. Congress cannot afford to ignore this immediate and mounting crisis in the teaching profession that will grow exponentially as an unprecedented number of teachers retire in the next five years.

My 45 colleagues who are original cosponsors and I are prepared to respond to this challenge facing American education with an innovative approach that matches the seriousness of the challenge with the "The TEACH Act of 2005"—the next step our country needs to take to ensure that every teacher, in every classroom, teaching every child, is highly qualified.

The most important single factor in determining a child's success in school is the quality of his or her teacher. We all remember a teacher—or even several teachers—who made us proud of ourselves for what we accomplished and helped us face our future with hope and confidence. Imagine if every one of our teachers over the years had given us that same strength.

The TEACH Act will accomplish four critical goals: Increase the supply of outstanding teachers; Ensure all children have teachers with expertise in the subjects they teach; Identify and reward our best teachers; Keep the best teachers and principals in our schools.

This bill is a major legislative initiative that will attract our most talented teachers to the classrooms of our nation's toughest public schools—and encourage them to stay there.

When our nation's school doors close for the summer later this month, more than 200,000 teachers, nearly 6 percent of the teaching workforce, will leave the profession. Over the next decade, we will need to hire more than two million new teachers to serve in our public schools. Yet today, we have no national plan for attracting outstanding students into the teaching profession, or keeping them there.

A large proportion of those who do enter teaching remain a short time, discouraged by low salaries, inadequate opportunities for professional development, and low public esteem. By failing to address this problem, Congress is shortchanging our children and costing taxpayers more than \$2.6 billion annually replacing teachers who have dropped out of the profession. We need to act immediately to assure that we have an adequate supply of exemplary teachers for the next generation of students.

My bill addresses this need by helping school districts to pay more competitive salaries and by offering up-front tuition assistance to talented undergraduates committed to a ca-

reer in education, to established teachers working in fields like math and science, where the teacher shortage is most acute, and to retirees with math and science expertise who would like to join the ranks of our nation's teachers.

The TEACH Act also offers up to \$20,000 in loan forgiveness to highly qualified teachers who are working in high priority communities.

The TEACH Act also helps new teachers transition into the classroom and build their skills through state-of-the-art induction programs that include proven strategies such as structured mentoring, common lesson-planning, and intensive professional development.

My bill also addresses the problem that poor children are far less likely to be taught by expert teachers. Nearly three-quarters of math classes in high-poverty middle schools are taught by teachers who lack a major—or even a minor—in math. The TEACH Act provides higher pay for exemplary highly qualified teachers and principals who transfer into the hardest-to-staff schools where they can help the children who need them most. Making sure these children are taught by a well-trained teacher is crucial because over a five year period, it can close the performance gap between low-income and high-income students.

The TEACH Act also helps create true career ladders that allow teachers to advance in the profession as they gain new knowledge and skills. The bill would augment the salaries of teachers who seek out opportunities to advance their own professional development and to mentor colleagues who are new to the profession.

We also know that nothing is more important in attracting—and keeping—outstanding teachers than outstanding principals. My bill raises standards and improves recruitment and training for new principals.

Teaching is not just another job. Teaching is a career that must be satisfying in itself, that must attract the best people, and that must instruct our children to succeed in an increasingly competitive world.

We can have a dynamic and exciting future for America's schools and their students. We have the national resources. Now, we must make the commitment.

We must dedicate the necessary resources, demand the necessary results, and stay with it to the end to make sure that every child in America has a teacher we can all be proud of and that every teacher in America can say they are proud of us too for the support we give them.

I would also like to acknowledge three reports that were particularly useful. The Teaching Commission's report, *Teaching at Risk: A Call to Action*; the Center for American Progress report, *Ensuring a High Quality Education for Every Child by Building a Stronger Teaching Force*, and the National Academy of Education report *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve*. All three reports were extremely instrumental, particularly in identifying practices that are working well and need to be taken to scale.

The TEACH Act will take us where research and experience say we need to go: stronger teachers, stronger principals, stronger schools. I look forward to achieving the vision of a better school system for all of our children.