

More importantly, House Resolution 731 encourages citizens to prepare themselves and their families to respond to any emergency—whether it is an act of terror, natural disaster, or other crisis.

Today marks the end of National Preparedness Month, NPM, which DHS has successfully promoted for the last 6 years. NPM is sponsored by the Ready Campaign and Citizen Corps program, and is designed to encourage Americans to take simple steps to prepare for emergencies in their homes, businesses, and communities. DHS has partnered with 2,400 coalition members across the country to promote the message that preparedness is a shared responsibility and that we all must do our part to be ready when disaster strikes.

As a former volunteer firefighter, I know that lives are saved when the public takes steps to prepare for the worst. And as the chairman of the Homeland Security Committee, I want the people of this Nation to take the necessary steps to prepare themselves in the event of an emergency. To be prepared, all individuals should visit [www.ready.gov](http://www.ready.gov) and take three simple steps. These steps are:

1. Get a Kit. All households should build a disaster supply kit that includes enough supplies for each family member for three days. The kit should include basic items such as water, food, medicine, batteries, flashlights, hygiene materials, and blankets.

2. Make a Plan. Every family should develop and communicate with each other their evacuation or sheltering plan. The plan should correspond to the school, work and community of every member of the family. All families are encouraged to practice this plan to ensure familiarity with evacuation or meeting routes, have cell phones charged and keep a charger in the car.

3. Be informed. We all need to know about the type of disasters or emergencies that may occur where we live, work and play. Every citizen should also learn about what to do in the event of a biological, chemical, explosive, nuclear or radiological attack.

In addition to getting a kit, making a plan, and being informed, citizens can also get involved in helping their neighbors prepare. To learn how you can contribute to the Citizen Corps program, which brings together communities in emergency preparedness, planning, mitigation, response and recovery efforts, visit the [www.citizen corps.gov](http://www.citizen corps.gov) website.

Mr. Speaker, an August 2009 survey commissioned by FEMA's Citizen Corps program shows we have a long way to go as a nation in preparing our communities for a disaster. According to the survey, just 56 percent of respondents reported having disaster supply kits in their home. Only 50 percent were familiar with emergency alert and warning systems, and just 38 percent were familiar with local sources of public safety information.

We must close these gaps. National Preparedness Month is one such step toward doing just that. It is an important national public awareness campaign that promotes citizen and community preparedness.

Mr. Speaker, for these reasons, I support H. Res. 731 and urge adoption of this resolution.

Mrs. MILLER of Michigan. Mr. Speaker, I rise today in strong support of H. Res. 731. The Department of Homeland Security has worked diligently to keep us safe since the devastating attacks on 9/11.

And thankfully we've not had a successful attack since then—it's not because of luck, but

due to the hard work of the men and women who work every day to secure the Homeland.

The over 200,000 employees of 22 agencies that make up the Department deserve our utmost gratitude for their steadfast resolve and commitment to prevent acts of terror against our citizens.

They have worked to increase cooperation between our intelligence and defense communities.

They have strengthened our preparedness and created partnerships among Federal agencies and local and state first responders.

These employees patrol our land and sea borders, secure our airports and Ports of Entry and safeguard critical infrastructure.

Theirs is truly a 24/7 job whose successes are rarely known or acknowledged.

As the recent arrest of Najibullah Zazi, the Afghan accused of plotting to plant bombs in New York shows, we still face many challenges to stop the threat of terrorism on our shores and in our cities and towns.

Border security must be enhanced; we must remain vigilant if we are to continue to disrupt plots and attacks on our nation. Complacency isn't an option because as we have seen over and over again, the intent to commit acts of terrorism remains strong.

Defending the homeland will take more than just a Federal effort—our fire fighters, law enforcement officers, emergency medical personnel, and other first responders selflessly and repeatedly risk their lives to fulfill their mission of helping to prevent, and prepare to respond to, acts of terrorism, major disasters, and other emergencies.

All Americans should take the opportunity during National Preparedness Month this September to take steps at home, work, and school to enhance their ability to assist in preventing, protecting against, and preparing to respond to acts of terrorism.

I commend the work of our first responders and the Department of Homeland Security. I offer my full cooperation in meeting our shared goals of keeping America safe and secure.

I urge my colleagues to support this resolution.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from New York (Ms. CLARKE) that the House suspend the rules and agree to the resolution, H. Res. 731.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Ms. CLARKE. 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 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

The point of no quorum is considered withdrawn.

CONGRATULATING THE UNIVERSITY OF WASHINGTON FOR WINNING 2009 WOMEN'S COLLEGE WORLD SERIES

Ms. CHU. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 517) congratulating the University of Washington women's softball team for winning the 2009 Women's College World Series.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 517

Whereas, on June 2, 2009, for the first time in school history, the Women Huskies won the NCAA National Softball Championship game with a 3-2 victory over the University of Florida;

Whereas University of Washington pitcher Danielle Lawrie was named the Women's College World Series MVP and the USA Softball National Collegiate Player of the Year;

Whereas the Huskies finished the 2009 season with an impressive record of 51-12;

Whereas the members of the 2009 University of Washington softball team are excellent representatives of a university that is one of the premier academic institutions in Washington State, producing many outstanding student-athletes and other leaders; and

Whereas the members of the women's softball have brought great honor to themselves, their families, the University of Washington, and the State of Washington: Now, therefore, be it

*Resolved*, That the House of Representatives—

(1) congratulates the University of Washington for winning the 2009 Women's College World Series;

(2) recognizes the achievements of the players, coaches, students, and staff whose hard work and dedication helped the University of Washington win the championship; and

(3) respectfully requests the Clerk of the House to transmit an enrolled copy of this resolution to President of the University of Washington, Mark A. Emmert; the Director of Athletics of the University of Washington, Scott Woodward, and the Coach of the University of Washington softball team, Heather Tarr.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Ms. CHU) and the gentleman from Tennessee (Mr. ROE) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Ms. CHU. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on H.R. 517 into the RECORD.

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

There was no objection.

Ms. CHU. I yield myself as much time as I may consume.

I rise today to congratulate the University of Washington softball team for their victory in the 2009 NCAA Division I tournament. On June 2, softball fans were treated to an exceptional game as the Washington Huskies defeated the

Florida Gators and clinched their first national title. The close 3-2 win capped off a phenomenal season that saw the Huskies go 51-12.

I want to extend my congratulations to head coach Heather Tarr and assistant coaches Gina Carbonatto and Lance Glascoe. Coach Tarr played softball for the Huskies in 1988 when they placed second in the Women's College World Series. She returned to her alma mater in 2003 and delivered Washington their first women's softball national title.

Congratulations are also in order for pitcher Danielle Lawrie. Lawrie, a junior from Langley, British Columbia, led the Nation in strikeouts and wins. She was named the 2009 USA Softball National Player of the Year. In addition, Lawrie was one of five finalists for the prestigious Honda-Broderick Cup, which honors the top female athlete in collegiate athletics.

The Huskies showed incredible effort and ability during their run to the championship. Niki Williams set a Women's College World Series record with 10 RBIs and an unbelievable seven of them were in one game against the University of Georgia. During the College World Series, the Washington Huskies batted .304 and scored 32 runs over six games. This followed a two-game sweep of Georgia Tech in Atlanta and a dramatic 15-inning win over the University of Massachusetts to clinch a spot in the super-regionals.

The extraordinary achievement of this year is a tribute to the skill and dedication of the many players, coaches, students, alumni, families and fans that have helped to make the University of Washington a premier softball program. I know the fans of the University of Washington will revel in these accomplishments as they look forward to the 2010 series.

Mr. Speaker, once again, I congratulate the University of Washington softball team for their success and thank Representative MCDERMOTT for bringing this resolution forward.

I reserve the balance of my time.

Mr. ROE of Tennessee. Mr. Speaker, I yield myself as much time as I might consume.

Mr. Speaker, I rise today in support of House Resolution 517, congratulating the University of Washington women's softball team for winning the 2009 Women's College World Series.

The University of Washington is a public research university founded in 1861. It is one of the oldest State-supported institutions of higher education on the west coast. UW is located in Seattle, Washington, and the university has two additional branch campuses in Tacoma and Bothell, Washington. The university offers over 250 degrees within 150 departments, programs across 18 colleges and schools and employs over 4,100 full-time equivalent faculty members. UW operates and manages two major medical centers, UW Medical Center and Harborview Medical Center.

The university receives more Federal research funding than any other public

university in the country, and the second most Federal research funding of all the universities in the country.

The University of Washington's long history of excellence is reflected in its academic and athletic rankings and accomplishments. The university is considered a "public ivy," and the U.S. News and World Report ranked UW 41st out of 130 tier 1 national universities. The university has 20 graduate programs ranked in the top 20 by U.S. News and World Report. And in 2008, the school placed 16th in the world's top universities, according to the Academic Ranking of World Universities.

University of Washington's excellence and success extend to their athletics, as well as their academics. UW is a NCAA Division I-A school, and recent national championships include the softball team, the men's rowing team, NCAA Division I women's cross-country team, and the women's volleyball team.

This year, led by National Player of the Year Danielle Lawrie, a member of the 2008 Canadian Olympic team, Washington's women's softball team advanced to the NCAA finals for the third time in school history. The number three Huskies rallied from two runs down in the top of the first inning to sweep top-ranked Florida in the best-of-three NCAA championship series. Washington ended the championship with a 3-2 victory against the University of Florida.

I'm honored today to congratulate and recognize the University of Washington's women's softball team for their victory as national champions in the 2009 Women's College World Series.

I ask my colleagues to support this resolution, and I reserve the balance of my time.

Ms. CHU. Mr. Speaker, I am pleased to recognize the gentleman from Washington, the sponsor of this legislation, Mr. MCDERMOTT, for 3 minutes.

(Mr. MCDERMOTT asked and was given permission to revise and extend his remarks.)

Mr. MCDERMOTT. Mr. Speaker, I rise today to honor the University of Washington women's softball team for their winning of the 2009 Women's College World Series.

I appreciate my colleague's kind words about our wonderful university, and it sounds like he might have wished to go there maybe.

The road leading to the first NCAA National Softball Championship in the University of Washington was very difficult and at times seemingly out of reach. At least that's what the pundits thought. But they didn't know these outstanding softball players and the extraordinary role models that they are. The Husky team never stopped striving to be the best, and no obstacle was too difficult to overcome, including sweeping the best-of-three championship series from top-seeded and top-ranked University of Florida.

The Huskies deserve to be recognized as a team and as individuals, so let me

tell you their names: Alicia Blake, Ashley Charters, Jenna Clifton, Amanda Fleischman, Lauren Geer, Felicia Harris, Marnie Koziol, Danielle Lawrie, Alyson McWherter, Kimi Pohlman, Jennifer Salling, Taylor Smith, Bailey Stenson, Dani Stuart, Morgan Stuart, Ashley Tuiasosopo, Jessica Ventoza, Ashlyn Watson and Niki Williams.

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Baseball is a team sport. There are many outstanding players one could talk about, but it's won as team. And they were led by Coach Heather Tarr and Assistant Coaches Gina Carbonatto and Lance Glascoe, and they had a volunteer assistant by the name of J.T. D'Amico and a student assistant by the name of Dru Hester.

Winning a national title is an achievement every college athlete and coach dreams about; yet sports is not just about athletic success, as important as that is. It's about dedication and hard work and teamwork, and it's about life, pursuing a dream and overcoming every obstacle to realize a dream. These young women had the chance to chase their dream, but that's because of the sacrifice of others.

None of the athletes on the UW softball team were born when Patsy Mink stood in the well of this House and wrote and worked to pass Title IX in 1972, but they all enjoy the benefits of Patsy's vision. As a result of Title IX, women and girls have had greater opportunities to participate in sports. Title IX has enabled more women to receive athletic scholarships and greater opportunity for higher education. Many female athletes credit Title IX for giving them an opportunity to attend college through athletic scholarships and to participate in sports. In addition, because of Title IX, the salaries of coaches of women's teams have increased.

The SPEAKER pro tempore. The time of the gentleman has expired.

Ms. CHU. I yield the gentleman another 1 minute.

Mr. MCDERMOTT. I congratulate the University of Washington women's softball team, but I also rise to honor every female athlete. Every time you compete, you remind us that all the sacrifice is worth it to make history and change history for generations to come.

Congratulations to the women of the University of Washington softball team.

Mr. ROE of Tennessee. A job well done, the University of Washington women's softball team, and I yield back the balance of my time.

Ms. CHU. Mr. Speaker, I yield back the remainder of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Ms. CHU) that the House suspend the rules and agree to the resolution, H. Res. 517.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Ms. CHU. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

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

#### SUPPORTING THE NATIONAL LEARN AND SERVE CHALLENGE

Ms. CHU. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 769) recognizing the benefits of service-learning as a teaching strategy to effectively engage youth in the community and classroom, and expressing support for the goals of the National Learn and Serve Challenge.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

#### H. RES. 769

Whereas service-learning is a teaching method that enhances academic learning by integrating classroom content with relevant activities aimed at addressing identified community or school needs;

Whereas service-learning has been used both in school and community-based settings as a teaching strategy to enhance learning by building on youth experiences, granting youth a voice in learning, and making instructional goals and objectives more relevant to youth;

Whereas service-learning has been identified as an effective tool in addressing the Nation's dropout epidemic by making education more hands-on and relevant, and has been especially effective in addressing the epidemic with respect to disadvantaged youth;

Whereas service-learning is proven to provide the greatest benefits to disadvantaged and at-risk youth by building self-confidence, which often translates into overall academic and personal success;

Whereas service-learning provides not only meaningful experiences, but a greater quantity and quality of interactions between youth and potential mentors in the community;

Whereas service-learning simultaneously empowers youth as actively engaged learners, citizens, and contributors to the community;

Whereas youth engaged in service-learning provide critical service to the community by addressing a variety of needs in towns, cities, and States, including needs such as tutoring young children, elderly care, community nutrition, disaster relief, environmental stewardship, financial education, public safety, and a host of other needs;

Whereas far reaching and diverse research base shows that service-learning enhances the academic, career, cognitive, and civic development of kindergarten through 12th-grade students, and of higher education students;

Whereas service-learning strengthens and increases the number of partnerships among institutions of higher education, local schools, and communities, which strengthens communities and improves academic learning;

Whereas service-learning programs unleash a multitude of skilled and enthusiastic college students to serve in the communities surrounding their colleges;

Whereas service-learning programs engage students in actively addressing and solving

pressing community issues and are strengthening the ability of nonprofit organizations to meet community needs;

Whereas Learn and Serve America, a program established under subtitle B of title I of the National and Community Service Act of 1990 (42 U.S.C. 12521 et seq.), is the only federally funded program dedicated to service-learning and engages over 1,100,000 youth in service-learning annually;

Whereas Learn and Serve America is a highly cost-effective program, averaging approximately \$25 per participant and leveraging \$1 for every Federal dollar invested; and

Whereas the National Learn and Serve Challenge is an annual event that is taking place this year from October 5 through October 11, 2009, that spotlights the value of service-learning to young people as well as schools, college campuses, and communities, encourages others to launch service-learning activities, and increases recognition of Learn and Serve America: Now, therefore, be it:

*Resolved*, That the House of Representatives—

(1) recognizes the benefits of service-learning in—

(A) enriching and enhancing academic outcomes for youth;

(B) engaging youth in positive experiences in the community; and

(C) encouraging youth to make more constructive choices with regards to their lives;

(2) encourages schools, school districts, college campuses, community-based organizations, nonprofits, and faith-based organizations to work towards providing youth with more service-learning opportunities; and

(3) expresses support for the goals of the National Learn and Serve Challenge.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Ms. CHU) and the gentleman from Tennessee (Mr. ROE) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

#### GENERAL LEAVE

Ms. CHU. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on H. Res. 769 into the RECORD.

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

There was no objection.

Ms. CHU. I yield myself as much time as I may consume.

Mr. Speaker, I rise today to recognize the benefits of service-learning as a teaching strategy to effectively engage youth in the community and classroom, and to support the goals of the National Learn and Serve Challenge. I want to thank my colleagues from the National Service Caucus, Mr. PLATTS, Ms. MATSUI, Mr. EHLERS, Mr. PRICE, and Mr. KENNEDY, for introducing this important resolution.

Service-learning is an educational model that can be used from kindergarten to the university level across all subjects and disciplines. By integrating learning in the classroom with real world challenges in the community, service-learning can make school assignments come alive for typically disconnected students. By affording students the opportunity to apply their

lessons to solving real problems in their surrounding communities, we are not only engaging our students, but we are also helping to improve our local neighborhoods.

Research has shown long-term positive impacts associated with service-learning, including increased academic achievement, enhanced school engagement, positive civic attitudes, and improved social and personal skills. Students who complete a service project that has a direct tie to their curriculum are able to develop better problem-solving skills and have a better understanding of cognitive complexities. Studies have also shown a connection between service-learning and higher grades and test scores.

Service-learning is also a successful strategy for keeping students engaged in school and makes students less likely to drop out. More than just community service, service-learning applies classroom skills by asking students to investigate a challenge in their community, plan solutions, take action through service, and then reflect on the experience and the results. Students who are engaged in this process become more involved in their studies and in their neighborhoods. In fact, studies have shown that service-learners have better school attendance and more acceptable school behaviors than their peers.

Service-learning also promotes positive civic attitudes and fosters involvement in our democracy. Research suggests that students involved in service-learning opportunities build self-confidence, leadership skills, and increase their tolerance of others. Further studies have also shown that high school students that participated in service-learning are more likely to vote 15 years after their experience than those that did not participate.

Finally, students who are exposed to service-learning build important social and personal skills. Service-learning serves as an on-ramp to civic engagement for a lifetime. Students who are involved with service develop strong ethics and a sense of social responsibility. Participation in those programs has also been shown to reduce negative behaviors such as those that lead to arrest or pregnancy.

In order to call attention to the many benefits of service-learning, the National Learn and Serve Challenge will take place October 5-11. This week-long nationwide celebration of service will raise awareness of service-learning and foster collaborative partnerships between local schools, institutions of higher education, and their surrounding communities. The organization has set an ambitious goal of having 5 million college students and 50 percent of K-12 schools engaged in meaningful service by 2010.

Mr. Speaker, once again, I express my support for the National Learn and Serve Challenge, and I encourage more schools to take advantage of the many benefits service-learning can have on