

In Texas, the number of individuals living with HIV and AIDS increased in the last 10 years. Texas has one of the largest HIV and AIDS populations in the country and we rely heavily on Ryan White dollars to provide quality life-prolonging care to Texans living with HIV and AIDS.

We currently have two Eligible Metropolitan Areas and 3 Transitional Grant Areas under Ryan White CARE Act in our State.

Houston is currently the eighth largest Eligible Metropolitan Area in the Nation, with 10,000 individuals living with AIDS and Ryan White funding helped to provide critical health care and support services to more than 18,000 individuals in Houston in 2006.

In my community in Harris County, our Hospital District utilizes more than \$26 million each year to coordinate essential health care and support services for more than 21,000 individuals in our community living with HIV and AIDS.

The importance of this program cannot be overestimated; without CARE Act funds, many Americans living with HIV and AIDS would have no other source for treatment.

The Senate passed their version of the Ryan White HIV/AIDS Treatment Extension Act of 2009 on Monday and I am pleased we were able to work out a bipartisan and bicameral resolution which is reflected in this bill.

Without this vital legislation, millions of individuals would lose their HIV and AIDS treatment and support services. I am pleased we worked swiftly to send this to the President.

Mr. ENGEL. Mr. Speaker, I rise in strong support of the Ryan White CARE Act.

The Ryan White CARE Act holds a very special significance to New York State. As home to 16 percent of the Nation's AIDS population, New York remains the epicenter of the HIV/AIDS crisis. New York has nearly 120,000 residents living with HIV/AIDS and our State and cities have been proud to partner with the Federal Government in providing care for many of these individuals.

New York State receives more than \$300 million in Ryan White funds under all parts of the act to provide a range of health care and support services. Through Ryan White programs, 22,000 uninsured New Yorkers receive medications and ambulatory care services and thousands more receive other essential services such as mental health, case management, nutrition, and treatment adherence support services. These individuals must be guaranteed uninterrupted access to these vital services.

It is critical that Congress act swiftly on the reauthorization of the Ryan White Reauthorization which nationwide provides lifesaving medications, health care and support services to over 500,000 people. As you know, unlike most reauthorizations Congress inserted a sunset provision into the act in 2006 requiring Congressional action by September 30, 2009. While we extended temporary funding for the program in the recent CR, it is important that we do not delay enactment of a full reauthorization so that our States, cities and localities can be assured of a stable source of needed funding.

While 3 years ago, this reauthorization was the subject of much disagreement and dissent, we are in a different place today. Fortunately, members on both sides of the aisle, and more than 250 organizations in the United States

have worked hard over the past year to develop legislative principles where there is much agreement.

This bill will provide immeasurable assistance to more than half a million low-income people served by the Ryan White CARE Act programs. I urge all my colleagues to support it.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from New Jersey (Mr. PALLONE) that the House suspend the rules and pass the bill, S. 1793.

The question was taken.

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

Mr. ROE of Tennessee. 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.

□ 1100

NATIONAL PRINCIPALS MONTH

Mrs. DAVIS of California. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 811) expressing support for designation of October 2009 as "National Principals Month," as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 811

Whereas the National Association of Elementary School Principals and the National Association of Secondary School Principals have declared the month of October 2009 as "National Principals Month";

Whereas school leaders are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives as well as being entrusted with our young people, our most valuable resource;

Whereas principals set the academic tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives;

Whereas the vision, dedication, and determination of a principal provides the mobilizing force behind any school reform effort;

Whereas leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school, according to research conducted by the Wallace Foundation;

Whereas the U.S. Bureau of Labor Statistics estimates that approximately 1 in 3 education administrators works more than 40 hours a week and often works an additional 15-20 hours each week supervising school activities at night and on weekends;

Whereas the NAESP National Distinguished Principals program honors exemplary elementary and middle level public, private, and independent school leaders as

well as leaders from the U.S. Department of Defense Schools and the U.S. Department of State Overseas Schools, for outstanding leadership for student learning and the profession;

Whereas the MetLife-NASSP Principal of the Year program began in 1993 as a means to recognize outstanding middle level and high school principals who have succeeded in providing high-quality learning opportunities for students as well as their exemplary contributions to the profession;

Whereas the celebration of "National Principals Month" would honor elementary, middle level, and high school principals and recognize the importance of school leadership in ensuring that every child has access to a high-quality education; and

Whereas the month of October 2009 would be an appropriate month to designate as "National Principals Month": Now, therefore, be it

Resolved, That the House of Representatives—

(1) honors and recognizes the contribution of school principals to the success of students in our Nation's elementary and secondary schools; and

(2) encourages the people of the United States to observe "National Principals Month" with appropriate ceremonies and activities that promote awareness of school leadership in ensuring that every child has access to a high-quality education.

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

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Mrs. DAVIS of California. Mr. Speaker, I request 5 legislative days during which Members may revise and extend their remarks and insert extraneous material on House Resolution 811 into the RECORD.

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

There was no objection.

Mrs. DAVIS of California. I yield myself as much time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 811, which recognizes the designation of this month, October 2009, as National Principals Month.

This bipartisan resolution introduced by myself and Congressman TODD PLATTS honors and supports the critical role that school leaders play in the lives of our students, because one of the principal reasons behind a school's success is often its strong principal. This is true every day in schools all across our country.

At San Diego High School of International Studies in my district, Principal Karen Wroblewski has been the force behind the school's high ranking and Newsweek's top 100 high schools for 3 years running. Families have been known to camp in Karen's office to garner a spot in the incoming class. This success is only bolstered by the fact that her school is in a historically low-performing educational area and that the student body is one of the most diverse in our city. Understandably,

Karen was named the 2009 National Magnet Principal of the Year.

Meanwhile, on the opposite side of our country, in Delaware, Principal Stephanie Smith is a similar driving energy behind Seaford Middle School. As a result of Seaford's emphasis on challenging coursework and collaboration with her staff, the State chamber of commerce recognized the school with its Superstars in Education award, and it is a 2009 MetLife National Association of School Principals breakthrough school.

These women are prime examples of how elementary, middle and high school principals provide the vision, the dedication and the mobilizing power for successful schools. School leaders set the academic tone, and they keep teachers involved to develop performance goals and objectives. Behind every one of their efforts is the genuine intent to improve student achievement.

Unlike many other careers, principals are expected to fill a variety of roles which are each complex in their own right. On any given day, they are likely to be everything from educational visionary, to community builder, to budget analyst, to facility manager, to counselor. This means that principals often work long hours. In fact, the Bureau of Labor Statistics estimates that one in three principals works far more than 40 hours per week, and they often work many additional hours supervising school activities at night and on weekends. Just because students go home at the end of the day or at the end of the school term does not mean that the work of a principal stops. In fact, principals could give our congressional schedule quite a run for its money.

During my time on the San Diego School Board, I worked with many of these remarkable individuals. I witnessed how their commitment and energy can inspire an entire school from the youngest student to the most senior teacher. In the end, it is principals who are responsible for creating and managing the environment where our students learn and grow.

So this month, let's honor this important role which they dedicate themselves to all year round.

I would also like to thank the National Association of Elementary School Principals and the National Association of Secondary School Principals for their work to designate October 2009 as National Principals Month.

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

Mr. ROE of Tennessee. I yield myself as much time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 811, expressing support for the designation of October 2009 as National Principals Month.

The role of principals has been redefined in the 21st century. Gone are the days when principals spent most of their time with bus schedules, fire drills and general curriculum. Today's

school leaders must keep abreast of State and Federal goals, the latest technologies and teaching practices, as well as learning to use data to spot gaps in learning among all students. It should come as no surprise that principals, like other organizational leaders, set the tone for high achievement in their schools.

Regardless of location, racial or socioeconomic demographics, communities demand that principals lead the instructional and academic performances in their schools. Leadership is an important factor in the creation of good schools. Influenced by the academic standards movement, which focuses on equity and instruction, school leaders are thinking anew about how to define quality in our schools and about how to create and manage the environments that support them.

Principals lead schools, and they tie the daily operations to school and student learning goals that are set by parents, staff, and the community. They also set high expectations for the academic and social development of all students, teachers and staff; and they ensure the resources to meet these high standards.

Principals are also charged with hiring and retaining high-quality teachers and with holding them responsible for student learning. Today's school leadership also connects professional development to school learning goals, and it provides opportunities for teachers to work, plan, and to think together.

Principals are among the hardest working, yet often the least recognized, individuals in education. These unsung heroes deserve to be recognized for the essential role they play in preparing today's students for the challenges of tomorrow, and I ask my colleagues to support this resolution.

I also would like to comment about my principal at Clarksville High School, Mr. THOMPSON, who is a retired sergeant in the Marine Corps. He had a hard time keeping us in between the white lines. I think part of my success today is due to Mr. THOMPSON, my principal, who kept a lot of young boys out of trouble and who pointed them in the right direction education-wise. Many principals across this Nation and probably most of us in this room could acknowledge that.

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

Mrs. DAVIS of California. Mr. Speaker, I remember a school in my district that I visited often as a school board member and then later in the State legislature. It was kind of a tough school, really; and I used to go into the principal's room or into the teachers' lounge, and people were always grumbling. Then a new principal came to town, and she hired a number of new teachers. A number of teachers had actually left the school because she came in. I think she established early that she was going to have some very high standards. Some people left. Within a year, the tone at that school was turned around so dramatically.

I remember walking into the office one day, and they had pictures of all the teachers and their families on the wall so that parents, when they came in, could relate not just to the teachers, but they could know the teachers' families. Everybody seemed to be part of a family; and that happened because of the vision, because of the enthusiasm and, really, because of the skill of that principal. That school now continues to do very, very well. It has established itself in the community so differently than what I really remember it to be for a number of years.

So we know that principals truly make a difference. When they can translate their desire to see high achievement and high expectations to everybody on the staff and in the whole community, it really does matter to young people. That's what we need. Tremendous principals often, I guess, consider themselves to be pretty ordinary folks, but they do extraordinary things.

I'm just delighted to be part of this resolution, and I am very happy that we're able to talk about it today on the floor, and I thank my colleague for that as well.

I reserve the balance of my time.

Mr. ROE of Tennessee. Mr. Speaker, I concur with the gentlewoman, and I would urge the passage of this resolution; and I yield back the balance of my time.

Mr. REYES. Mr. Speaker, I rise today in support of H. Res. 811, a resolution recognizing the month of October as "National Principals Month." My congressional district in El Paso, Texas is fortunate to have outstanding principals in our schools who work tirelessly every day encouraging our teachers and students, and also serving as role models in our community. These dedicated educators are constantly challenging students and teachers to achieve high academic goals.

Principals wear many hats in their daily schedule. As educational leaders, principals set the academic tone at their schools and guide their staff and students with a shared vision for the future by developing and maintaining high curriculum standards and setting performance goals and objectives. As administrators, they handle public relations duties, analyze and manage their schools' budgets, and strive to maintain a high level of both student and staff morale. As campus leaders and mentors, they provide support at school sporting events, community service projects, fundraising activities, and other school functions.

Principals are our educational system's ultimate multi-taskers and, along with teachers, deserve to be recognized for their work, dedication, and passion on behalf of our children. There are approximately 250 elementary, middle, and high school principals in my district in El Paso. I am proud to say that my daughter, Dr. Monica Reyes, is one of those, and I applaud her and all of the principals in my district for their outstanding work. These leaders work with a sense of urgency to raise our schools' educational levels to new heights each day by providing our students and teachers with the guidance and leadership necessary to ensure success.

Both principals and teachers play a significant role in encouraging our students to stay

in school and pursue higher education, both which are crucial to the future strength and prosperity of our nation. As a Member of Congress, promoting student advancement and acknowledging the efforts of our teachers and principals has always been a priority of mine.

Mr. Speaker, "National Principals Month" is a great opportunity to acknowledge the importance of principals and promote educational success and leadership in our schools, and I am proud to voice my support for this resolution.

Mrs. DAVIS of California. Mr. Speaker, I urge support and the passage of House Resolution 811, recognizing National Principals Month; and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Mrs. DAVIS) that the House suspend the rules and agree to the resolution, H. Res. 811, as amended.

The question was taken.

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

Mrs. DAVIS of California. 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.

RECOGNIZING KENTUCKY WESLEYAN COLLEGE

Mrs. DAVIS of California. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 837) recognizing Kentucky Wesleyan College for over 150 years of service as an institution of higher education.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 837

Whereas Kentucky Wesleyan College was founded in 1858;

Whereas the first commencement held at Kentucky Wesleyan College was in 1868;

Whereas Kentucky Wesleyan College is a private, liberal arts Methodist college located in Owensboro, Kentucky;

Whereas 956 students from 27 States and 6 foreign countries were enrolled at Kentucky Wesleyan College in the fall of 2008;

Whereas Kentucky Wesleyan College's mission statement is to foster a liberal arts education that nourishes, stimulates, and prepares future leaders intellectually, spiritually, and physically to achieve success in life;

Whereas Kentucky Wesleyan College has a number of notable alumni, including a United States Supreme Court justice, a Major League Baseball pitcher, and the founder of another Kentucky institution of higher education;

Whereas the Kentucky Wesleyan Panthers compete in National Collegiate Athletic Association Division II athletics; and

Whereas from overseas mission trips to numerous local projects, Kentucky Wesleyan students meet the needs of others and positively impact the world around them: Now, therefore, be it

Resolved, That the House of Representatives—

(1) recognizes Kentucky Wesleyan College for over 150 years of service as an institution of higher education; and

(2) thanks Kentucky Wesleyan College for the valuable education it has provided to students.

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

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Mrs. DAVIS of California. Mr. Speaker, I request 5 legislative days during which Members may revise and extend their remarks and insert extraneous material on House Resolution 837 into the RECORD.

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

There was no objection.

Mrs. DAVIS of California. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 837, which recognizes Kentucky Wesleyan College for its over 150 years of operation.

Founded in 1858, during a Kentucky Methodist conference, Kentucky Wesleyan College began as a training school for preachers, but the curriculum expanded to include an inclusive liberal arts education and, after a strong demand, business classes.

By the 1880s, half of the alumni were employed as either teachers or as businessmen—I hope businesswomen as well, but perhaps not at that time—a testament to the quality of the education students received at KWC.

As of 2008, Kentucky Wesleyan College annually enrolls over 950 students, and offers a wide range of courses. With 27 majors and a 15-1 student-to-faculty ratio, Kentucky Wesleyan College boasts a strong academic program. By coupling this strong educational base with small classes and elite professors, KWC offers a supportive environment for their students to learn and grow.

KWC's religious history influences its students. Today, young men and women graduate from Kentucky Wesleyan College with high morals, values and faith. At this institution, students are encouraged to become the best that they can be in both their personal and academic lives. Students are also encouraged to serve. Last year, one-third of the students took part in a community service event. For example, Kentucky Wesleyan College student Campus Ministries puts on service projects on campus and in the Owensboro area. This small college accomplishes many feats. It graduates educational leaders, professional athletes and even United States Supreme Court Justice Stanley Forman Reed.

Though much has changed at KWC since it was founded in 1858, the core principles have remained the same. KWC still strives to nourish, stimulate and prepare students and alumni to lead organizations with integrity and to lead a life of spirituality.

KWC has existed for over 150 years. As the college celebrates this milestone, I want to take a moment to recognize KWC's success. The college will also take a look ahead to continue its service to the community and to its students.

Mr. Speaker, once again, I express my support for Kentucky Wesleyan College, and I thank Representative GUTHRIE for bringing this bill forward, and I urge my colleagues to support this resolution.

I reserve the balance of my time.

Mr. ROE of Tennessee. I yield myself as much time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 837, recognizing Kentucky Wesleyan College for over 150 years of service as an institution of higher education.

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes, stimulates and prepares future leaders intellectually, spiritually and physically to achieve success in life.

Founded in 1858, Kentucky Wesleyan College was originally located in Millersburg. Classes began in 1866, and the first commencement took place in 1868. At first, it was a training school for preachers; but soon, business classes and liberal arts classes were added to the curriculum. In 1890, the school moved to Winchester, and soon after, women began to be admitted to the school for the first time. In 1951, the school moved to its present location in Kentucky's third largest city, Owensboro.

Kentucky Wesleyan secured full accreditation by the Southern Association of Colleges and Schools in 1947. Increasingly, Kentucky Wesleyan graduates were making their mark in the graduate and professional schools of the region. The strong curriculum in business and liberal arts was expanded to include major programs in preprofessional areas. Kentucky Wesleyan earned an enviable reputation for the many students being sent to medical, dental, law, and graduate schools.

□ 1115

Kentucky Wesleyan gained national recognition in athletics when its men's basketball team won men's championships in 1966, 1968, 1969, 1973, 1987, 1990 and 1999. No Division II school has ever surpassed this record.

In the 1990s, Kentucky Wesleyan College revised its mission statement to focus on preparing leaders for the 21st century. The college reaffirmed its commitment to the liberal arts and modified the general education program toward fulfilling the new mission statement. Offering 27 majors in 10 preprofessional curriculums, Kentucky Wesleyan College has a 15:1 student-faculty ratio.

Superb teaching from a global perspective provides a rich classroom experience at Kentucky Wesleyan College. Students sharpen their skills,