

young men to grow up in broken families . . . never acquiring any stable relationship to male authority, never acquiring any rational expectations about the future—that community asks for and gets chaos.” Moynihan’s words hold a prophetic ring as we look at society today.

Fathers play a critical role in the development of their children, positively influencing everything from academic performance to mental and physical health. Children who do not live with both parents are more likely to repeat a grade, have lower grades, be diagnosed with a mental illness, experience drug or alcohol abuse problems, and commit violent crimes.

I do not mean to imply that those who grow up without both parents are doomed to failure, nor am I suggesting that children from two-parent homes are guaranteed success. But the presence of fathers in the lives of their children does have benefits that cannot be denied. This Congress, and America as a whole, are right to take time to honor the men who took responsibility for their actions, who invest in the lives of their children, who sacrifice their own wants and desires for the sake of future generations. So I urge my colleagues to join me in supporting H. Res. 1389 as it is considered today.

I would also like to take this opportunity to express my appreciation for the sacrifices made by my own father, Wilbur Tiaht. His sacrificial leadership, during his service in the Army Air Corps during World War II, and as a father and husband has provided a tremendous example for me and my siblings. I am grateful for the blessing that he has been to me and my family, and each Father’s Day, I am reminded of how fortunate I am to still have him with me.

Ms. JACKSON LEE of Texas. Mr. Speaker, I rise today in strong support of H. Res. 1389, “Recognizing the immeasurable contributions of fathers in the healthy development of children, supporting responsible fatherhood, and encouraging greater involvement of fathers in the lives of their children, especially on Father’s Day.”

This resolution commends the millions of fathers who serve as wonderful, caring parents for their children. It simultaneously calls on fathers across the United States (1) reconnect and rededicate themselves to their children’s lives; and (2) express their love and support for their children, not only on Father’s Day, but everyday.

Fathers all over the United States are involved in their children’s lives in multitude ways that go beyond the traditional roles of economic provider. Fathers are also involved by having direct contact with their children, engagement; making themselves available to their children even when they are not in physical contact, accessibility; and taking responsibility for their children’s care and welfare, again regardless of physical proximity, responsibility. For this reason and many others, I salute the millions of fathers who have embraced the attributes of fatherhood.

However, this piece of legislation also recognizes the need for fathers to take their place in their children’s lives and become more involved. The statistics on children without an active father in their lives are alarming:

63 percent of youth suicides are from fatherless homes (U.S. Department Of Health/Census)—5 times the average

90 percent of all homeless and runaway children are from fatherless homes—32 times the average

85 percent of all children who show behavior disorders come from fatherless homes—20 times the average. (Center for Disease Control)

80 percent of rapists with anger problems come from fatherless homes—14 times the average. (Justice & Behavior, Vol 14, p. 403–26)

71 percent of all high school dropouts come from fatherless homes—9 times the average. (National Principals Association Report)

75 percent of all adolescent patients in chemical abuse centers come from fatherless homes—10 times the average. (Rainbows for All God’s Children)

70 percent of youths in State-operated institutions come from fatherless homes—9 times the average. (U.S. Department of Justice, Sept. 1988)

85 percent of all youths in prison come from fatherless homes—20 times the average. (Fulton Co. Georgia, Texas Department of Correction)

Clearly, fathers represent a lot more than just a paycheck to a child; they represent safety, protection, guidance, friendship, and someone to look up to. This resolution urges men to understand the level of responsibility fathering a child requires, especially in the encouragement of the mental, moral, social, academic, emotional, physical, and spiritual development of children.

In conclusion, not only is this issue imperative to the development of the future of America’s youth, but also to the prosperity of the country as a whole. I am diligently seeking ways to bring families back together and this resolution can be the catalyst to promote such unity; by promoting fathers who already exemplify these qualities.

I must pay tribute to my own father Ezra C. Jackson. I thank him for being a father to my brother Michael and me. For also being a grandfather to our children. He was God-fearing, funny and a great mentor to young men who were not his children. Thank you Dad for being in my life, although you are no longer with us—your guidance will always be appreciated.

Ms. WOOLSEY. Mr. Speaker, I would just like to congratulate Congressman MCINTYRE as the author of this piece of legislation.

With that, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Ms. WOOLSEY) that the House suspend the rules and agree to the resolution, H. Res. 1389.

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. WOOLSEY. 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.

□ 1415

CONGRATULATING URBAN PREP CHARTER ACADEMY—ENGLEWOOD CAMPUS

Ms. WOOLSEY. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1414) congratulating Urban Prep Charter Academy for Young Men—Englewood Campus, the Nation’s first all-male charter high school, for achieving a 100 percent college acceptance rate for all 107 members of its first graduating class of 2010, as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 1414

Whereas in a 2009 study by the Education Research Center found that in the 50 largest cities in the United States, which have significantly higher rates of poor and minority children, only 53 percent of students graduate on time;

Whereas African-American males are dropping out of high school in the Chicago Public School district, and in cities around the country, at a rate of over 50 percent and only one in 40 Black Chicago Public School males are graduating from college;

Whereas a University of Chicago study published in 2006 reported that only one in 40 African-American boys in Chicago Public Schools eventually graduate from a 4-year university;

Whereas a 2009 report by the American Council on Education found that only 28 percent of African-American males who have graduated from high school have gone on to enroll in college, compared to 41 percent of all students;

Whereas in 2002, a group of motivated African-American civic, business, and education leaders, organized by Tim King, determined to establish a new high school in Chicago focused on providing a strong college-preparatory high school option for boys in under-served African-American communities;

Whereas Urban Prep Academies is a non-profit organization that operates a network of all-boys public schools including the Nation’s first, and the State of Illinois only, charter high school for boys;

Whereas the mission of Urban Prep Academies is to provide a comprehensive, high-quality college-preparatory education to young men that results in graduates succeeding in college;

Whereas Urban Prep Charter Academy for Young Men—Englewood Campus was founded in 2002;

Whereas Urban Prep Charter Academy has a student population that is 100 percent African-American male and 85 percent low-income, has shattered stereotypes about the ability and willingness of African-American males to meet high expectations and serves as a national example that all students can succeed and achieve academically;

Whereas Urban Prep’s extended school day, rigorous curriculum, and extracurricular “arcs”, which includes the Academic Arc, Service Arc, Activity Arc, and Professional Arc, have been acknowledged as national models for other schools serving low-income communities by a variety of educational organizations and media outlets including the Chicago Public Schools, the American School Board Journal, the Urban School Improvement Network, the Illinois Policy Institute, Education Week, the Washington Post, and the Milwaukee Wisconsin Journal Sentinel;

Whereas Urban Prep Charter Academy for Young Men—Englewood Campus, achieving a 100 percent college acceptance rate for its June 12, 2010, first ever graduating class, will convene an Inaugural “Signing Day” event where each senior student will stand to publicly announce the college or university he has chosen to attend and commit to that school by signing the Urban Prep “100 Percent to College” board and the “Credimus Book”;

Whereas to date, more than 80 colleges and universities have admitted Urban Prep seniors to their incoming freshmen classes and these seniors will receive nearly \$4,000,000 in college scholarships and grants; and

Whereas Urban Prep has been recognized in the United States and internationally for its success in improving the academic, social, and emotional development of urban young men: Now, therefore, be it

Resolved, That the House of Representatives congratulates Principal Tim King and all of the students, teachers, administrators, and support personnel at Urban Prep Charter Academy for Young Men—Englewood Campus for achieving a 100 percent college acceptance rate for its first graduating class of 2010.

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

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Ms. WOOLSEY. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous materials on H. Res. 1414 into the RECORD.

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

There was no objection.

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

Mr. Speaker, I rise today in support of House Resolution 1414, which honors and congratulates Urban Prep Charter Academy for Young Men in Englewood, Illinois and all 107 members of its first graduating class for achieving a 100 percent college acceptance rate.

Students in America often face extraordinary challenges to completing high school. In our Nation's 50 largest cities, only 53 percent of students are graduating from high school on time. In the Chicago Public School District in particular, African American males are dropping out at a rate of over 50 percent, and only one in 40 of those who finish high school are graduating from college.

The students at the Englewood campus of the Urban Prep Charter Academy for Young Men have bucked these national and local trends, Mr. Speaker. Their very first graduating class achieved a 100 percent college acceptance rate and will enroll in more than 80 different colleges and universities this fall. The graduates of Urban Prep displayed remarkable academic achievement and community engagement and received nearly \$4 million in college scholarships and grants.

When nationally only 28 percent of African American male high school

graduates are enrolling in college, the 100 percent acceptance rate at Urban Prep-Englewood is a remarkable accomplishment for these students, their families, and the community, as well as for the faculty and staff of Urban Prep-Englewood. The graduates serve as role models for their community and remind us that we must do more to increase America's college attendance if we are to succeed in a 21st-century economy.

Mr. Speaker, once again, I express my support for H. Res. 1414 and congratulate the seniors of the Urban Prep Charter Academy for Young Men for their academic achievement and college acceptance. I want to thank Representative BOBBY RUSH for bringing this resolution to the floor, and I urge my colleagues to pass the resolution.

Mr. Speaker, I yield such time as he may consume to the gentleman from Illinois (Mr. RUSH).

Mr. RUSH. I want to thank the gentlewoman from California (Ms. WOOLSEY) for yielding time.

I also want to thank Chairman MILLER, Ranking Member KLINE, and Majority Leader HOYER for working with my office in order to bring this important resolution to the floor today.

Mr. Speaker, today, we have the chance to vote on a very important congressional resolution, congratulating Urban Prep Charter Academy for Young Men-Englewood Campus, which is the Nation's first all-male charter high school, for achieving a 100 percent college acceptance rate for all 107 members of its first graduating class of 2010. There have been over \$4 million in grants and scholarships awarded to this one class, which is the first of its kind in the Nation.

At a time when only 50 percent of African American males are graduating from high school in most large, urban, predominantly black school districts, the young graduates of Urban Prep are not only shattering the stereotypes that have surrounded the issue of black male dropouts, but they are also setting a standard and are establishing a model that we hope will be replicated in other school districts all around this Nation. The accomplishments that these students, teachers, administrators, and families of this esteemed high school, Urban Prep, have achieved are extremely important, not only to my district and to the African American community, but to the Nation at large.

The Englewood district, where Urban Prep is located, has been better known for its high rates of unemployment and for its lack of opportunity, which has led to an infestation of drugs, violence, and gang activity in recent years. Today, Urban Prep stands as a national symbol of academic excellence, and within the Englewood community, the school represents pride, hope, and inspiration.

There are countless hardworking and resilient Englewood families who have the same aspirations and desires for their children that you and I and the

rest of the Members of this body carry, which is to obtain quality educations and to have the opportunity to build better lives for themselves.

Mr. Speaker, as a former member of the Englewood High School Transition Advisory Council, I can recall working with Tim King, the founder, president and CEO of Urban Prep Academy, back in 2005, trying to get the Urban Prep charter approved through the Chicago Public Schools. I believed so strongly in Tim King and in his vision for building a strong, successful school in the Englewood community which would serve as a model for outstanding academic achievement and which would establish a solid foundation in the community that would make us all proud.

We received a lot of pushback from the Chicago Board of Education and even from the community as they did not believe that we could be successful in teaching our young African American males on a level rivaling any rich, affluent district in the Nation. Well, Mr. Speaker, the first graduating class has shown, beyond a shadow of a doubt, that Urban Prep is for real, that black males will learn, and that nothing is impossible if you are willing to dream and to work to make that dream come true.

A 2009 study by the American Council on Education reported that only 28 percent of African American males who graduate from high school go on to enroll in college, compared with 41 percent of all other students. Well, again, Urban Prep graduates have shattered both of those records. With their hard work, with their commitment, with their dedication, and with their expectation of high standards among their parents, teachers and overall community, they are proving again that nothing is impossible.

I am extremely proud of what Urban Prep has been able to accomplish over the last 5 years. That includes not only the students but also their families, teachers, staff, and of course, the leadership of Tim King, who is an outstanding young man and whose father I know quite well. For the sake of a strong national economy as well as for a more stabilized community around the world, we need more educated, strong, black male role models and black male leaders.

All of the students, all of their parents, all of their supporters, and all of their friends who are watching this debate today, I say to you: Congratulations on all of your hard work. You have been an inspiration to your country. May God continue to guide you and to bless you in all of your future endeavors.

The motto of Urban Prep is “We Believe.”

Mr. Speaker, I attended their graduation last Saturday. I saw all of these young men in their graduation regalia, young men who were coming from different backgrounds—backgrounds of depravation and poverty—who have been able to transform and to transcend those barriers. I saw them walk

across the stage to receive their diplomas. Not only, Mr. Speaker, are they graduating with high school diplomas, but every last one of them has a scholarship to a 4-year college in America—to Georgetown, to Howard, to Morehouse, to the University of Illinois. All across this Nation, Urban Prep is sending its graduates to represent my community, this community, and this Nation. Some of them—most of them—will be successful. They are the leaders of tomorrow.

I would like to submit the commencement program book “The First Commencement Exercises” for the Urban Prep Charter Academy for Young Men—Englewood Campus, for the CONGRESSIONAL RECORD to be added to my remarks on the same given previously.

URBAN PREP ACADEMIES—THE FIRST
COMMENCEMENT EXERCISES
URBAN PREP CHARTER ACADEMY FOR YOUNG
MEN ENGLEWOOD CAMPUS
(Saturday, June 12, 2010, University of
Illinois at Chicago Forum)
THE URBAN PREP CREED

We believe.
We are the young men of Urban Prep.
We are college bound.
We are exceptional—not because we say it,
but because we work hard at it.
We will not falter in the face of any obstacle
placed before us.
We are dedicated, committed and focused.
We never succumb to mediocrity, uncertainty or fear.
We never fail because we never give-up.
We make no excuses.
We choose to live honestly, nonviolently,
and honorably.
We respect ourselves and in doing so, respect
all people.
We have a future for which we are accountable.
We have a responsibility to our families,
community, and world.
We are our brothers' keepers.
We believe in ourselves.
We believe in each other.
We believe in Urban Prep.
WE BELIEVE.

THE HISTORY OF URBAN PREP

Urban Prep Academies is a nonprofit organization founded in 2002 by Tim King and a group of African-American education, business, and civic leaders. Urban Prep's mission is to provide a comprehensive, high-quality college preparatory education to young men that results in graduates succeeding in college. We opened our first school, Urban Prep Charter Academy for Young Men—Englewood Campus, in 2006. Urban Prep's Englewood Campus is the country's first public charter high school for boys. In 2009, we opened our second school, Urban Prep Charter Academy for Young Men—East Garfield Park. Our third school, Urban Prep Charter Academy for Young Men—South Shore opens in the fall of 2010. The Urban Prep motto is “We Believe.” Our motto is a constant reminder that Urban Prep students will not fall into the trap of negative stereotypes and low expectations. Instead, Urban Prep students believe in their potential and believe in their ability to exceed that potential. The Urban Prep family (teachers, administrators, staff, board of directors, community members and donors) also believes in these young men, and in our important and lasting role in their lives. At Urban Prep, We Believe.

URBAN PREP TRADITIONS, RELICS, & RITUALS
Urban Prep Mace

The tradition of a ceremonial mace began in Britain as early as the 14th century. In

the U.S., a mace has been used in the House of Representatives since our country's founding. Today, almost all colleges and universities have a mace, which is carried at important institutional ceremonies. The Urban Prep mace was designed by Paul King III of Chicago, Illinois and carved from mahogany by architectural wood-turner Tom Boley of Red Oak Hollow in Purcellville, Virginia. It stands almost four feet tall, and is topped by a walnut medallion engraved with the Urban Prep Crest. Walnut collars, engraved with the school name, motto and founding date, also adorn the mace.

Urban Prep Creed

The Urban Prep Creed, developed by the faculty, administration and staff, articulates the schools' values, ideals and the goals we expect our students to meet and exceed; including going to college, taking responsibility for their actions, achieving academically, persevering, and living honorably. Students collectively recite the Creed daily during Community and at all Urban Prep formal events. The Creed starts and ends with the Urban Prep motto, “We Believe.”

Credimus Book

The Credimus Book contains the register of Urban Prep graduates and the colleges they will attend. Seniors sign their names into the book as a pledge of their intention to succeed in college during a ceremony at Urban Prep's College Signing Day event. At Commencement, the book is passed from the graduating class to representatives from the rising senior class. Passing on the relic symbolizes how the graduates' success will inspire future generations to work diligently that they may one day too etch their names unto its pages.

The Passing of the Book Ceremony

At Commencement, the Credimus Book is passed from the graduating class to representatives of the Junior class. Once the book has been passed, the graduating class recites a pledge of support to the rising seniors: We are the graduates of Urban Prep, and We Believe. We Believe that our present lays the pathway for your future. We Believe that in action and in word, we are our brothers' keepers. We Believe that you will carry on the tradition of excellence we pass to you today. We Believe that one year from now, you will reunite with us in college. We Believe that you are now the leaders of Urban Prep. We are the graduates of Urban Prep, and We Believe in you. Both the spoken pledge and the book-passing symbolize the perpetual bonds of brotherhood that unite all Urban Prep students and alumni.

Urban Prep Crest, Colors & Mascot

Like the heraldic coats-of-arms that inspired it, Urban Prep's crest is rife with symbolism. The lions, Urban Prep's mascot, evoke leadership and strength. The crowned lions face outward, independently focused on the future; but their tails entwine, illustrating brotherhood and solidarity. An open book is shown beneath them, symbolizing our foundation in academics. The eight-pointed star between the lions signifies Urban Prep's eight core values. The eight points' circular arrangement represents how Urban Prep's four ‘arc’ programs encircle students in a caring school community. The Crest also contains our name, founding date, and motto—Credimus, the Latin for We Believe. The crest is styled in our school colors, red and gold. Red symbolizes the shared blood of brothers. Gold symbolizes the material riches available to college graduates, as well as the personal and spiritual reward of enlightenment through education. The Urban Prep Crest was designed by Nick Zembruski of Chicago, Illinois in 2006.

URBAN PREP COMMENCEMENT AWARDS

The Medal for Academic Excellence

Awarded to the student who has achieved the highest cumulative grade point average during his enrollment at Urban Prep.

The Pride Medal

Awarded to the Pride whose members collectively demonstrated the greatest commitment to exemplifying the Urban Prep Core Values over four years at Urban Prep.

The Medal for Greatest Improvement

Awarded to the student who has improved the most academically and socially over the course of his enrollment at Urban Prep.

The Team UP Medal

Awarded to the employee (teacher, administrator, or staff) who, as selected by the students, has demonstrated excellence in their job and extraordinary commitment to Urban Prep's mission.

The Medal for Attendance

Awarded to the student who has had the fewest absences during his enrollment at Urban Prep.

The Award for Outstanding Service by a Parent or Guardian

Awarded to the parent/guardian of an Urban Prep senior who has demonstrated outstanding service to the school during the time his/her student was enrolled.

The Medal for Outstanding Participation in Athletics

Awarded to the student who has demonstrated the most significant and consistent leadership and participation in Urban Prep sports teams.

The Founder's Medal

Awarded to the individual or organization that has shown exceptional support of Urban Prep Academies.

The Medal for Outstanding Participation in Activities

Awarded to the student who has demonstrated the most significant and consistent leadership and participation in Urban Prep clubs and activities.

The Credimus Medal

Urban Prep's highest student honor, this medal is awarded to the student who has best exemplified the ideals of Urban Prep's mission, Core Values and Creed during his time at Urban Prep.

Bryant Christopher Alexander, Jr.—Magna
Cum Laude

DePauw University/Alabama A&M University/Eastern Illinois University/Florida A&M University/Grambling State University/Kentucky State University/Mississippi Valley State University/North Carolina State University/Northern Illinois University/University of Arkansas—Pine Bluff/University of Louisville

Darrelle Marshawn Banks—Cum Laude

Pennsylvania State University—Hazleton/
Indiana State University/Lake Forest College/Miami University (Ohio)/Philander
Smith College/Southern Illinois University—
Carbondale/Tougaloo College

Freeman Banks

East-West University

Cameron M. Barnes—Cum Laude

University of Illinois—Urbana Champaign/
Dillard University/Kentucky State University/Mississippi State University/Southern
Illinois University—Carbondale/University of
Arkansas—Pine Bluff/Virginia State University

Marcus Bass

Jackson State University/Philander Smith
College/University of Arkansas—Pine Bluff

Devante T. Bates

Southern Illinois University—Carbondale/
Alabama A&M University/Culver-Stockton
College/Indiana State University/Jackson
State University/Lincoln University/Mis-
sissippi Valley State University/Roosevelt
University

Tyler Beck—Summa Cum Laude

Trinity College/Arkansas State University/
Clark Atlanta University/Culver-Stockton
College/Dillard University/Lewis University/
Lincoln University/Mississippi Valley State
University/Norfolk State University/Phi-
lander Smith College/South Carolina State
University/Texas Southern University/Uni-
versity of Arkansas—Pine Bluff

Anthony A. Bell

Chowan University/Lane College/Lincoln
University/Mississippi Valley State Univer-
sity/Philander Smith College/Saint Augus-
tine College

Sherman Ben

Indiana State University/East West Uni-
versity

Jamil Boldian—Cum Laude

Benedictine University/Kentucky State
University/North Park College/University of
Arkansas—Pine Bluff

Phillip Boswell

Alabama A&M University/Elizabeth City
University/Lane College

Krishna Curtis Branch

Fisk University/Kentucky State Univer-
sity/University of Arkansas—Pine Bluff

James Brisbon

Morehouse College/Dillard University/Fisk
University/Indiana State University/Lane
College/Miles College/Philander Smith Col-
lege/St. Cloud State University/Tougaloo
College/University of Arkansas—Pine Bluff

Jonathan Dwayne Brown, Jr.

Lincoln University/Parkland College

Nathaniel Brown

University of Arkansas—Pine Bluff/Indiana
State University/Lincoln University/Phi-
lander Smith College

Justin Bryant-Warner—Cum Laude

Western Michigan University/Concordia
University—Chicago/Southern Illinois Uni-
versity—Edwardsville/University of Arkan-
sas—Pine Bluff/University of Central Arkan-
sas

Shane Bryant—Magna Cum Laude

Morehouse College/Culver-Stockton Col-
lege

Eugene Najee Butler—Cum Laude

Southern Illinois University—
Edwardsville/Philander Smith College/
DePauw University/Indiana State Univer-
sity/Mississippi Valley State University/
Morehouse College/University of Arkansas—
Pine Bluff

Milan Jarrett Byrdwell—Cum Laude

University of Rochester/Indiana State Uni-
versity/Kentucky State University/Northern
Illinois University/Philander Smith College/
Southern Illinois University—Edwardsville

Byron Lamont Caulton, Jr.—Cum Laude

Dillard University/Central State Univer-
sity/Eastern Illinois University/George
Mason University/Indiana State University/
Kentucky State University/Morgan State
University/Norfolk State University/North
Carolina Central University/Philander Smith
College/South Carolina State University/
Southern Illinois University—Carbondale/
University of Arkansas—Pine Bluff Univer-
sity of Memphis/University of Missouri

Curtis Coleman

Chicago State University/Philander Smith
College/University of Arkansas—Pine Bluff

Daniel Connell

Northern Illinois University/Mississippi
Valley State University/University of Arkan-
sas—Pine Bluff/Lincoln University

Javon Cooper

Southern Illinois University—Carbondale/
Fisk University/Indiana State University/
Kentucky State University/Lincoln Univer-
sity/Tuskegee University/University of Ar-
kansas—Pine Bluff

Marquis D. Crawford

Denison University/Columbia College/
Southern Illinois University—Edwardsville/
Truman State University/University of Ar-
kansas—Pine Bluff

Jermaine Devon Davis, Jr.

University of Arkansas—Pine Bluff

Quinton Jarmall Davis

DePaul University/Lane College/Lewis Uni-
versity/Northern Illinois University/South-
ern Illinois University—Edwardsville/Trinity
Christian College/University of Arkansas—
Pine Bluff

Devanté Davison

Vincennes University/East-West Univer-
sity/Kentucky State University/Philander
Smith College/Wilberforce University

Donnell Apri Fields

Columbia College/Chicago State Univer-
sity/Lincoln University/Philander Smith Col-
lege/Tougaloo University/University of Ar-
kansas—Pine Bluff

Smith Joseph Francois

Oakwood University/Allen University/
Benedict College/East-West University/Phi-
lander Smith College/Texas Southern Uni-
versity/Wilberforce University

Jermaine B. Gamble

Saint Augustine College/Miles College/
Wiley College

Andrew N. Gantt

Miles College/Chicago State University

D'Angelo Gardner

Northern Illinois University/East-West
University

Travon B. George—Cum Laude

Denison University/Kentucky State Uni-
versity/Purdue University

Marquinn Gibson

Howard University/Fisk University/More-
house College/Saint Xavier University/
Southern Illinois University—Edwardsville/
University of Arkansas—Pine Bluff

Brandon Jerome Gray

Culver-Stockton College

Kijuanis Gray

Lincoln University/Allen University/Lane
College/Miles University/Philander Smith
College

Edward Aric Green—Cum Laude

Eastern Illinois University/Central State
University/Indiana State University/Jackson
State University/Kentucky State University/
Southern Illinois University—Edwardsville/
Tougaloo College/Trinity Christian College/
University of Arkansas—Pine Bluff/Western
Illinois University/Wilberforce University

Keith A. Greer

Southern Illinois University—Carbondale/
Central State University/DeVry University/
Miles College/Philander Smith College/
Tougaloo College

Paris D. Grigsby, Jr.

Indiana State University/Columbia Col-
lege/Mississippi Valley State/Saint Augus-
tine College/Saint Cloud State University/
Virginia State University/Wiley College

Clifton Hall

Southern Illinois University—Carbondale

Lawrence Hall—Cum Laude

Southern Illinois University—
Edwardsville/Indiana State University/
Tougaloo College/University of Arkansas—
Pine Bluff/University of Kentucky/Univer-
sity of Louisville

Walter William Hall, Jr.

Indiana State University/Alabama A&M
University/Allen University/Kentucky State
University/Lincoln University/Moraine Val-
ley University

Davonte Hammond—Cum Laude

Morehouse College/Clark Atlanta Univer-
sity/Lake Forest College/Philander Smith
College/Southern Illinois University—
Carbondale/Tuskegee University/University
of Arkansas—Pine Bluff

Timothy Hankins

University of Arkansas—Pine Bluff/Fisk
University/Lincoln University/Philander
Smith College

Malcolm E. Harlan

DePaul University/Loyola University—
Ohio/Seton Hall University/University of
Loyola—New Orleans/University of Tampa

Robert Lee Henderson, III—Magna Cum
Laude

Lake Forest College/Livingstone College/
St. Cloud State University/University of Ar-
kansas—Pine Bluff/Upper Iowa University/
Winston Salem State University

Jerry N. Hinds, Jr.—Cum Laude

University of Illinois—Urbana Champaign/
Illinois State University/Michigan State
University/Northern Illinois University/Uni-
versity of Rochester

Rayvaughn Hines—Summa Cum Laude

University of Virginia/Denison University/
Howard University/Kentucky State Univer-
sity/Morehouse College/South Carolina State
University/Southern Illinois University—
Edwardsville/Tougaloo College/Tuskegee
University/University of Memphis/University
of Wisconsin—Madison

Darius M. Q. Hollings

Lewis University/Miles College/Nichols
College/Southern Vermont College

Anthony L. Hubbard, Jr.

Lindsey Wilson College/Indiana Tech Uni-
versity/Kentucky State University/Univer-
sity of Arkansas—Pine Bluff

Fredrick Huddleston

Miles College

Gerald Jackson, Jr.—Cum Laude

Howard University/DePaul University/Dil-
lard University/Indiana State University/
Missouri University/North Carolina A&T
University/Philander Smith College/South-
ern Illinois University—Edwardsville/St.
John's University/Tuskegee University/Uni-
versity of Arkansas—Pine Bluff/University of
Memphis/Xavier University—Louisiana/Xa-
vier University—Ohio

Francis Jamison

Philander Smith College

DeAndre Ricardo Jones

East-West University

Martin Luther Lavern, Jr.

Columbia College/Miles College

Jonathan M. Leonard

Howard University/Central State Univer-
sity/Clark Atlanta University/Coppin State
University/Dillard University/Indiana State
University/Kentucky State University/Phi-
lander Smith College/Purdue University—
Calumet/Southern Illinois University—
Carbondale/Tuskegee University/University
of Arkansas—Pine Bluff

Aaron Lewis

Grand Valley State University/Benedictine
University/Culver-Stockton College/East-
West University

Quintin M. Lynn
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Jessie Mack—Cum Laude
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Purdue University—North Central/Dominican College/East-West University/Grinnell University/Hilbert College/St. Cloud State University
Edward H. McLachlan
Northern Illinois University/Culver-Stockton College/Lewis University/Saint Xavier University/Southern Illinois University—Edwardsville/St. Cloud State University/Xavier University
Justin Anthony McNeal
Indiana State University/Mississippi Valley State University/Southern Illinois University—Carbondale/Tougaloo College/University of Arkansas—Pine Bluff
Cum Laude: Cumulative GPA of 3.0 to 3.49/
Magna Cum Laude: Cumulative GPA of 3.5 to 3.74/Summa Cum Laude: Cumulative GPA of 3.75 & Above
Andrew Dominic Mesadieu
Parsons The New School for Design/Columbia College/Milwaukee Institute of Art and Design/Otis College of Design
Tony D. Mhoon, Jr.
Lincoln University/Allen University/Miles College/University of Arkansas—Pine Bluff
Jamal Minor
Jackson State University/Indiana State University/Mississippi Valley State University/University of Arkansas—Pine Bluff
Devon M. Montgomery—Magna Cum Laude
Denison University/Hampton University/Indiana State University/Mississippi Valley State University/Morehouse College/South Carolina State University/Southern Illinois University—Edwardsville/Tougaloo College/Tuskegee University/University of Arkansas—Pine Bluff
Brandon Moore
Indiana State University/Philander Smith College
Deontae Moore—Summa Cum Laude
Northwestern University/Arkansas State University/Columbia College/DePaul University/Kentucky State University/Livingstone College/Marquette University/South Carolina State University/Southern Illinois University—Edwardsville/Trinity Christian College/University of Illinois—Chicago/University of Missouri
Elbert P. Muhammad, Jr.
Northern Illinois University/Clark Atlanta University/Indiana State University/Lincoln University/Morgan State University/Southern Illinois University/University of Arkansas—Pine Bluff
Malik Wali Muhammad—Cum Laude
Northern Illinois University/Culver-Stockton College/Livingstone College/Philander

Smith College/Southern Illinois University—Edwardsville/Tuskegee University/University of Arkansas—Pine Bluff
Andrew Murphy—Summa Cum Laude
Connecticut College/Kentucky State University/Lincoln University/South Carolina State University/Southern Illinois University—Edwardsville/St. John's University/Tougaloo College/University of Arkansas—Pine Bluff/University of Illinois—Urbana Champaign
(Taiwo) Tajudeen Oshun—Cum Laude
Indiana State University/Lincoln College/Philander Smith College/University of Arkansas—Pine Bluff
Antonio Cortez Owens
Illinois Institute of Art/Allen University/Indiana State University/Miles College/Southern Illinois University—Carbondale/Trinity Christian College/Wilberforce University
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Esko T. Peterson, Jr.—Summa Cum Laude
University of Illinois—Urbana Champaign/Ball State University/Butler University/Morehouse College/Northern Illinois University/Philander Smith College/South Carolina State University/Southern Illinois University—Carbondale/Tougaloo College/University of Arkansas—Pine Bluff
Cortae DeAngelo Pitts
Kentucky State University/Mississippi Valley State University/Southern Illinois University—Edwardsville/St. Cloud State University/Trinity Christian College
Dontaye Kawamayne Mailo Polk
Howard University/Culver-Stockton College/Kentucky State University/Northern Illinois University/Southern Illinois University—Edwardsville/St. Xavier University/University of Hawaii—Hilo/University of Hawaii—Ma/University of Tampa
Anthony Ponder—Cum Laude
Illinois State University/Culver-Stockton College
Kevin Randell
Philander Smith College/Indiana State University/Tougaloo College
Malcolm J. Reaves
Tuskegee University/Alabama A&M University/Alabama State University/Mississippi Valley State University/Tougaloo College
James Reed, Jr.
Indiana State University/Alabama A&M University/Carry College/Central State University/Culver-Stockton College/Eastern Illinois University/Fisk University/Lincoln University / Northern Illinois University/Southern Illinois University—Carbondale
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Gregory Ladell Sashington—Cum Laude
Tuskegee University/Southern Illinois University—Carbondale/Tougaloo University/University of Arkansas—Pine Bluff/Western Illinois University/Winston-Salem State University
Timothy Sayers, II
Savannah State University/Miles College/Mississippi Valley State University
Quentin A. Smith
University of Arkansas—Pine Bluff/Kentucky State University/Lincoln University/Tougaloo University

Tony G. Stiger, Jr.
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Maurice D. Taylor
Southern Illinois University—Edwardsville/Culver-Stockton College/Indiana State University/Mississippi Valley State University/University of Arkansas—Pine Bluff
Anthony Thomas
Saint Xavier University/Northern Illinois University/Southern Illinois University—Edwardsville/Tougaloo College
Robert C. Thomas, Jr.
Clark Atlanta University/Kentucky State University/Lincoln University/Northern Illinois University/Philander Smith College/University of Arkansas—Pine Bluff
Demetrius D. Travis, Jr.
Eastern Illinois University/Culver-Stockton College/Indiana State University/Kentucky State University/Philander Smith College/Southern Illinois University—Edwardsville/St. Cloud State University/St. Xavier University/Trinity Christian College/University of Arkansas—Pine Bluff
Justin Turner
Claflin University/Allen University/University of Arkansas—Pine Bluff
Brandon Everett Warren—Magna Cum Laude
Wheaton College/Arkansas State University—Jonesboro/Lane College/Morehouse College/Philander Smith College/Trinity Christian College
John A. Warren—Cum Laude
Morehouse College/Claflin University/Howard University/Kentucky State University/Mississippi Valley State University/Southern Illinois University—Edwardsville/Tougaloo College/University of Arkansas—Pine Bluff/Winston Salem State University
Isaac L. Welch, Jr.
Kent State University/Claflin University/Columbia College/Indiana State University/Jackson State University/Kentucky State University/Philander Smith College/Southern Illinois University—Edwardsville/Tougaloo College/University of Arkansas—Pine Bluff
Calvin L. Williams, Jr.
Columbia College/Tuskegee University
Lorenzo A. Williams
Southern Illinois University—Edwardsville/Iowa Wesleyan University/Kentucky State University/Lincoln University/Philander Smith College
Paris Williams—Summa Cum Laude
Georgetown University/Arkansas State University/Bradley University/Chapman University/Columbia College/Fisk University/Kentucky State University/Lincoln University/Livingstone College/Northern Illinois University/Saint Augustine College/Southern Illinois University—Edwardsville/Tougaloo College/University of Arkansas—Pine Bluff/University of Missouri/University of Santa Clara/Virginia State University
Israel Stephan John Wilson—Summa Cum Laude
Morehouse College/Northern Illinois University/University of Arkansas—Pine Bluff/Lincoln University/Norfolk State University
Christopher Winters
Indiana State University/East-West University
Rafael D. Wordlaw—Cum Laude
Indiana State University/Iowa State University/Kansas State University/Philander Smith College/Tougaloo College

Ahmad Rishawn Wright—Magna Cum Laude

Purdue University/Alabama A&M University/Bradley University/Culver-Stockton College/Indiana Tech University/Kansas State University/Kentucky State University/Lincoln University/Rutgers University

Stephen G. Wright, Jr.

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Evan Lewis, VP Institutional Advancement-UPA; Monice Lilly, Faculty-ENG; Othiniel Mahone, Case Manager-ENG; Dexter Miles, Faculty-ENG; Margaret Miranda, Faculty-ENG; Davidson Morales, Faculty-ENG; Roderick Muhammad, Faculty-ENG; Stanley Muhammad, Dean of Students-EGP; Mathias Muschal, Faculty-ENG; Timothy Naatz, Faculty-EGP; Adam Nissen, Faculty-ENG; Kosi Onyeneho, College Counselor-ENG; Gina Perry, Faculty-EGP; Josh Rhoad, Faculty-ENG; Paul Rivera, Faculty-EGP; Keith Robbins, Assistant Dean of Students-EGP; Natasha Robinson, Faculty-ENG; Tanya Robinson, Director of Finance-ENG; Alex Rock, Faculty-EGP; Pam Santoyo, Faculty-ENG; Will Seegars, Faculty-ENG; Eric Smith, Faculty-ENG.

Jaclyn Smith, Counselor-EGP; Juanita Smith, Faculty-ENG; Latreese Smith, Office

Assistant-ENG; John Steele, Jr., Faculty-ENG; Corey Stewart, Faculty-ENG; Martha Stewart, Faculty-ENG; Tammie Tatum, Personal Counselor-ENG; Melissa Tribue, Faculty-ENG; Beverly Turner, Assistant Dean of Students-EGP; Jessica Vande-Vusse, Faculty-ENG; Henry Velarde, Faculty-ENG; Deshon Weaver, Dean of Students-ENG; Jacob Wertz, Manager of New Initiatives-UPA; E'Toyare Williams, Faculty-EGP; Jamen Williams, Faculty-ENG; Terry Williams, Office Manager-EGP; David Woo, Faculty-ENG; Tyler Yarbrough, College Counselor-EGP; Fidal Young, Faculty-ENG; Juan Carlos Zayas, Faculty-EGP.

EGP—East Garfield Park Campus

ENG—Englewood Campus

UPA—Urban Prep Academies

We are unable to list all of the people who have helped Urban Prep and our students make this day a reality. You have our sincerest gratitude for supporting us and for understanding that this is what happens when We Believe.

Thank You!

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

Ms. WOOLSEY. Mr. Speaker, I am pleased to yield such time as she may consume to the gentlewoman from Maryland (Ms. EDWARDS).

Ms. EDWARDS of Maryland. I thank the gentlewoman for yielding.

Mr. Speaker, I rise today in support of this resolution to congratulate the Urban Prep Charter Academy on the wonderful accomplishment of sending every one of their 107 graduates on to college this year. For some students, getting an education is a simple feat, but for many students in our urban centers, that is not true, and this is the focus community, the population, that is served by Urban Prep.

Now, I knew Urban Prep some time ago. Their motto is "We Believe." I want to say here that I believe in Urban Prep and in the phenomenal work that they do to reverse troubling graduation and completion rates among African American men in Chicago's urban centers. We can learn many lessons from the Urban Prep experiment, and indeed, that experiment is being looked at across the country, even in communities like the one I represent in Maryland's Fourth Congressional District.

I know firsthand that the caliber of educators at Urban Prep plays an important role in the lives of their students. I want to speak today about one of those educators because in no one is this more prevalent than in Urban Prep's Dr. Derrick Brooms.

Dr. Brooms is an amazing and dynamic educator, mentor, and high school teacher who makes history come alive. He is a Ph.D. recipient from the University of Chicago, the director of athletics at Urban Prep, and he was a mentor to my son and to one of my staff members when he lived right here in Prince George's County, in Maryland, when he taught and coached at the Field School.

Dr. Brooms was excited to join the start-up Urban Prep because he wanted to mentor African American men to

their fullest potential. He is just one of the many reasons Urban Prep is able to create an environment that not only educates but that also teaches students the importance of striving for success and in contributing to our communities.

Mr. Speaker, I join Mr. RUSH in wholeheartedly supporting this resolution and in the shared belief that this country needs more educators like those at Urban Prep, educators like Dr. Derrick Brooms, and that the country needs more schools like the Urban Prep Charter Academy.

Now, for some of our young people, for some of our young African American men, education can come from a charter school or it can come from a private school. For the overwhelming majority of them, it can come from a regular public school. Yet the fact is, if we are to succeed as a nation, we have to begin to educate some of our most vulnerable and most challenging communities, and that is exactly what Urban Prep does. It doesn't matter what the school is. It matters that it educates our young people.

So I salute the 107 graduates of Urban Prep who aren't going to just finish high school but who are going to go on to college and who are going to make a contribution to their communities in the way that so many of their mentors have made contributions to them.

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

I rise today in support of the resolution before us, House Resolution 1414, congratulating Urban Prep Charter Academy for Young Men-Englewood campus for achieving 100 percent college acceptance rate for all 107 members of its first graduating class of 2010.

In 2002, a group of motivated African American civic, business, and educational leaders, organized by former Hales Franciscan High School president Tim King, determined to establish a new high school in Chicago focused on providing a strong college-preparatory high school option for boys in underserved African American communities. African American males have been and continue to be the lowest performing demographic in Chicago's public schools. A recent University of Chicago study published in 2006 reported that only one in 40 African American boys in Chicago public schools eventually graduates from a 4-year university.

The Chicago Board of Education approved Urban Prep Academy's charter application in 2005, and Urban Prep opened its first school, Urban Prep Charter Academy for Young Men-Englewood campus, the subsequent September. It is the first charter high school for boys in the country and currently enrolls 550 students in grades nine through 12. Urban Prep's second school opened in the East Garfield Park community in 2009, and the third will open this fall in the South Shore community.

The mission at Urban Prep Academies is to provide a comprehensive,

high-quality, college-preparatory education to young men that results in graduates succeeding in college. Urban Prep's first graduating class, the class of 2010, is well on its way to fulfilling the school's mission. The entire graduating class has been accepted to more than 80 colleges and universities and will receive nearly \$4 million in scholarships and grants.

The students' 8-hour day consists of a heavy math and science course load, an emphasis on studying a foreign language, plus two periods of English every day. In addition, students spend more than an hour a day with a mentor. The school fosters an environment where students can thrive. Failure is not an option.

A 100 percent college acceptance rate is clearly phenomenal. The Urban Prep Academy students should be commended for all their hard work and ability to beat the odds.

In addition, today we recognize Tim King, the president and CEO, the faculty and staff for providing these students with the support and encouragement they needed to succeed. I support this resolution and ask my colleagues to do the same.

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

Ms. WOOLSEY. Mr. Speaker, I urge my colleagues to support H. Res. 1414, 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 (Ms. WOOLSEY) that the House suspend the rules and agree to the resolution, H. Res. 1414, 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.

Ms. WOOLSEY. 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.

CELEBRATING 20TH ANNIVERSARY OF ALBERT EINSTEIN DISTINGUISHED EDUCATOR FELLOWSHIP PROGRAM

Ms. WOOLSEY. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1322) celebrating the 20th anniversary of the Albert Einstein Distinguished Educator Fellowship Program and recognizing the significant contributions of Albert Einstein Fellows.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 1322

Whereas the Albert Einstein Distinguished Educator Fellowship Program was established in 1990, and formalized by law in 1994;

Whereas Einstein Fellows are selected through a highly competitive process from among the best science, technology, engineering, and mathematics teachers in the field, and represent diverse geographic regions and communities;

Whereas the Albert Einstein Distinguished Educator Fellowship Program places these exceptional teachers in positions within Federal agencies and on Capitol Hill where they contribute to advancing the fields of education, science, technology, engineering, mathematics, and public policy;

Whereas the Department of Energy through its Office of Workforce Development for Teachers and Scientists, and the Triangle Coalition for Science and Technology Education have nurtured and grown the Einstein Fellowship Program;

Whereas over 190 Einstein Fellows have served professionally at the Department of Education, the Department of Energy, the National Aeronautics and Space Administration (NASA), the National Institutes of Health (NIH), the National Institute of Standards and Technology (NIST), the National Oceanic and Atmospheric Administration (NOAA), the National Science Foundation (NSF), the President's Office of Science and Technology Policy (OSTP), the U.S. Senate, and the U.S. House of Representatives;

Whereas the Einstein Fellowship Program fosters a spirit of cooperation between Federal agencies by placing a network of fellows at these different agencies;

Whereas Einstein Fellows provide practical perspectives on the application and impact of education policy;

Whereas Einstein Fellows have made invaluable contributions to the formulation of educational policy with their advice to Members of Congress and officials in Federal agencies, by developing legislation, and by creating innovative educational programs and interventions;

Whereas Einstein Fellows have experienced unique opportunities for professional growth and development, expanding their skills and knowledge;

Whereas Einstein Fellows learn valuable leadership skills to advance the fields of education, science, technology, engineering, mathematics, and public policy; and

Whereas the contributions of the Einstein Fellows during their service and later upon the continuation of their professional careers, serve as role models and examples of dedication and commitment for past, current, and future generations of educators and public servants: Now, therefore, be it

Resolved, That the House of Representatives—

(1) recognizes the significance of the 20th anniversary of the Albert Einstein Distinguished Educator Fellowship Program;

(2) recognizes the value of having current science, technology, engineering, and mathematics teachers directly engaged in the policymaking process;

(3) recognizes the sacrifices made by teachers who interrupt their careers to serve as Einstein Fellows;

(4) supports continuation of the Einstein Fellowship program;

(5) encourages Federal Agencies and congressional offices to host Einstein Fellows, and to leverage the expertise of former Einstein Fellows; and

(6) recognizes the contributions of Einstein Fellows, past, present, and future.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Ms. WOOLSEY) and the gen-

tleman from Wisconsin (Mr. PETRI) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Ms. WOOLSEY. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on H. Res. 1322 into the RECORD.

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

There was no objection.

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

Mr. Speaker, I rise today in recognition of the important role of science, technology, engineering and math—known as STEM—educators in our schools and in our country. The Albert Einstein Distinguished Educator Fellowship Program recognizes kindergarten through 12th grade teachers as critical voices in the national conversation on education policy. The program acknowledges excellence in teaching and the value of a teacher's service to the community.

This program brings outstanding teachers to the Washington, D.C. area so they can be immersed in and help shape Federal policy. Fellows combine their teaching and their fellowship experience for the betterment of students across the country. This year commemorates the 20th anniversary of the Einstein Fellowship Program.

Over the course of the past 20 years, 173 fellows have served in this important program. This year, there are 24 fellows representing math, science, technology, career and technical education, special education, and engineering teachers. They have come from 47 States, the District of Columbia, and Puerto Rico with a diverse range of experience and background.

The Einstein Distinguished Educator Fellowship provides Congress direct access to teachers who come straight from their classrooms and bring with them a firsthand understanding of how school works. Einstein fellows have also served in most of the Federal agencies, including the Department of Energy, the Department of Education, the National Institutes of Health, National Aeronautics and Space Administration, National Oceanic and Atmospheric Administration, National Science Foundation, National Institute of Standards and Technology, and Office of Science and Technology Policy.

In these agencies, fellows are directly involved with educational outreach activities, curriculum development, teacher training, grant proposal review, program analysis and improvement, and other activities where the experience of a STEM educator provides practical insight and vital input.

These teachers serving in our Nation's Capital lend another important voice for the students who will be tomorrow's leaders. These students are