

mental health attention, or whether it's making sure that our airways are safe and clear, that our planes are landing and taking off safely, protecting us in our parks.

After all, if someone gets lost, a child gets lost in a park, it's a Federal worker that goes to find that child and reunite him or her with their parents. The Federal workforce is varied, it's diverse, it's efficient. It's becoming more efficient every day. Federal workers are really contributing to the lifeblood of this country.

So I think for those who want to get about the business of cutting spending where it's appropriate, let's do that responsibly. But let's not make the Federal worker the scapegoat for budget-cutting and for ending deficit spending. Let's continue a strong and vigorous Federal workforce that really is working to the best benefit of the taxpayer.

Ms. NORTON. This is such an important point. I would say to my friend from Maryland because, remember in Wisconsin, the public employees said, look, we will do our share. Yet the Governor insisted upon going at collective bargaining. Anyone who thinks public employees are not willing to do their share does not understand how unions operate.

□ 1820

If you have a workforce that needs to be downsized, if you have a workforce that needs to give up some of what it has for a period of time, the best way to deal with that workforce is through an agent that the workers trust. If the employer has no agent and simply goes in and does it, that becomes a deflating, morale-sapping exercise. Unions are very sophisticated. Unions operate within our capitalist system. They know when there's money on the table and when there's not. Unions are said to have been the major agent in creating the American middle class.

What do we mean by that? After all, there were businesses, automobile companies and managers. What we mean by it is that when that money was coming, when that revenue was coming to business, it was sitting across from a union who said, workers help produce this product, the revenue from this product should be shared with workers. Out of that came the great American middle class. That is why an automobile worker, for example, who didn't have a college education, could get a pension and could support a family.

And unions did this, yes, across the bargaining table; but in doing it for their own members, they spread it through the society, because then competitors had to meet the union wage. And so what happened was you got a great American middle class that you did not have before the unionization of American workers. And they deserve credit for that. Unions deserve credit for that. They don't deserve to be bashed.

I have to say to my good friend, I was never so gratified to read what the

polls show us. And I indicated some of those figures when we began this special hour that 2-1, Americans oppose weakening the bargaining rights of public employees. After all that has happened in Wisconsin, instead of their reaping the whirlwind for it, American people understand what it means to take away a precious right, even a right some of them don't enjoy. And so they say they would rather have their taxes raised than to even weaken—weaken the collective bargaining rights of workers.

If that is not a lesson for the other side of this Chamber, which is overreaching in 1,000 different ways, nothing is. It is a bellwether of what is to come.

Ms. EDWARDS. I want to thank the gentlelady and my friend because I think what you've done is you've brought the connection from the public sector worker in Wisconsin and throughout our States to the Federal workforce and to the private sector workforce.

I think what we've seen over these last couple of decades, and I think it is evidenced in the poll and the support that all workers are showing for the workers in Wisconsin and for the idea of collective bargaining rights, is that we all recognize as workers whether you're in the public sector or the private sector, whether it's State or municipal government or it's the Federal Government, that, in fact, it's that organizing and the ability to organize and the ability to bargain that has helped so many of us to achieve a place in the middle class. And I think that there is an understandable fear of losing that given what's transpired over the years.

In fact, you look at wages in the private sector, and private sector wages have, in fact, remained stagnant for about the last decade. And so you can understand that a private sector worker is actually feeling that strain, but they understand the position of the public sector workers, of the Federal workers. And so we're all united as workers together to make sure that we can lift all of us into the middle class.

And I think the Federal workforce is particularly important because the Federal workforce then becomes sort of a bellwether for what can happen in other sectors in our workforce. Thank you for bringing that full circle.

Ms. NORTON. I want to thank the gentlelady for coming down. You make a very important point about the stagnation of the American standard of living. It correlates with the stagnation of the American labor movement. The stagnation of the American labor movement has everything to do with the difficulty under the National Labor Relations Act of organizing a union today.

When unions were first legalized in the 1930s, they were encouraged. Today, it is very difficult under the existing statute to organize a union; and I'm amazed that unions are still alive

and kicking. But I must say what we've seen from Wisconsin is a national reawakening of the American trade union movement. I think unions are going to be able to organize in ways they would never have been able to organize without Wisconsin. Thank you, Governor Walker.

As I close this hour, I want to particularly thank my two friends from Hawaii and from Maryland for coming down to share this special hour with us. We think the least we can do is to, every once in a while, say to Federal employees and to public employees, we appreciate what you're doing.

President Obama perhaps said it best. I don't think it does any good, he said, when public employees are denigrated or vilified or their rights are infringed upon. We need to attract the best and the brightest to public service. These times demand it.

Again, I thank the gentlelady for coming forward.

THE FUTURE OF EDUCATION IN AMERICA

The SPEAKER pro tempore. Under the Speaker's announced policy of January 5, 2011, the gentleman from Illinois (Mr. JACKSON) is recognized for 30 minutes.

Mr. JACKSON of Illinois. Mr. Speaker, let me first begin by associating myself with the remarks of the distinguished gentlelady from the District of Columbia and the gentlelady from Maryland on a very thoughtful presentation that they offered the body this evening.

Mr. Speaker, there has been some controversy in the blogosphere and on conservative talk radio shows about some comments I made last week regarding my belief that every child in this country should have the constitutional right to an education of equal high quality. Let me be clear. Last week, I raised the possibility that such a right might lead to an education standard in this country of an iPad for every child just like it could lead to standards of class sizes and athletic facilities and music classes and other important resources for our children.

Let me be clear on a few things. These devices are revolutionizing our country, and they will fundamentally alter how we educate our children. Mr. Speaker, this is an iPad. It is an incredible device, so incredible, in fact, before I could open it up after I recently purchased it, Apple came out with the iPad 2.

Mr. Speaker, this is the Kindle, a device from Amazon that allows you to download books and to read them. Before I could finish opening up my Kindle, Kindle came out with an even smaller Kindle, neither of which has been activated at this time.

Mr. Speaker, it will not be very long before every child in this country is educated using one of these devices or something similar. Why? Just go to your local Borders bookstore, that is, if there's one left.

Recently, Borders announced it was closing 200 of 508 stores, including one in my congressional district. If the recent history of the music business is any guide, then other bookstores and libraries, both private and public, may not be far behind them. That's because the future of publishing isn't in hard copy books any more or magazines or newspapers. It's all digital. The iPad, the Kindle, the Nook, and other similar devices make it possible to access any book, any periodical at any time any place.

As digital downloadable music has gained in popularity, we've seen a fundamental shift in the music industry. Now there are hardly any physical stores where we can buy CDs or other music products anymore. We've gone from the 78 to the 45 to the long-playing LP to DVDs, and now to downloadable music. The same will be true for publishing. Books will soon become obsolete. So the school library will soon, unfortunately, be obsolete.

Schools are likely in the future to use that space for more classrooms. Maybe it will help alleviate our classroom size problems. But for certain, architects in the future will likely be designing future schools without a library.

□ 1830

Hard copies of textbooks will become obsolete. Instead of incurring the costs of buying them and storing them and instead of forcing our children to lug around huge backpacks full of heavy books, we'll just download them onto a device just like one of these. This is going to happen in the future. In fact, it is happening right now.

In my district, at Chicago State University, thanks to the innovation of President Wayne Watson, the freshmen class of students this past fall, every single freshman received an iPad. Over time as new classes enroll, the administration at Chicago State University hopes that all students will use electronic devices for textbooks and to submit assignments. It could be a textbookless campus within 4 years. "Imagine the cost savings for schools," President Watson said. "Give a child an iPad, a Nook or a Kindle or any of these devices when they are in the first grade, and he or she could use it all of the way through college. All of the cost of buying hard copy books for the course of that child's educational career would be simply wiped out."

Now, Mr. Speaker, because I suggested this idea, I have been called a communist and a socialist and any number of other things, but let me tell you why that is misleading and malicious. Let me go back to what I talked about last week.

Last week from the House floor, I talked about the greatest capitalists in the history of our world. In my opinion, the greatest capitalists in the history of our world were the men who founded our country, our Founding Fathers. They were engaged in all man-

ners of trade and commerce that ranged from farming cotton and beans and corn. And even before the Constitution of the United States was ratified in 1788, even before the Bill of Rights in 1791, even before the Declaration of Independence, from 1492 until 1776, and certainly and even more tragically in 1619, 19 scared Africans arrived on the shores of Jamestown, Virginia, 157 years before the Declaration of Independence. Their desire for commerce and capitalism even had them trading people. They traded among themselves and with others across the world. And when they rebelled against the government of England and established their own country, they had a choice in an unregulated, unfettered free market system or a system of government with checks and balances and regulations and rules. So much for the antigovernment movement in our Nation. Our Founding Fathers were not antigovernment. They chose government, but they chose government with an overall structure of freedom and personal liberty along with regulation and rules, which leads us to the Bill of Rights.

Mr. Speaker, the First Amendment is one of the great landmarks in human rights and personal freedom. It certainly is that not only in domestic history but in world history. It protects free speech, freedom of and freedom from religion, the right to assemble and to petition the government. It also happens, and often not talked about in our country, it also happens to be the greatest economic program in the history of our country. Think about it.

I asked the Congressional Research Service and their experts responded by saying to a specific question: How many jobs in the United States of America are tied to the First Amendment? Initially they said: It is practically incalculable. He said any job, and I quote, "with a public presence" could be considered protected under the First Amendment. And, therefore, the Congressional Research Service conservatively estimated that approximately 50 percent of all jobs in the United States are tied to the First Amendment. Imagine, or just stop and think about it. Every newspaper in this Nation and the jobs that emanate from those newspapers are tied to the First Amendment. Books, Internet publications, every TV station, social media, public speaking, Sirius Network, AM/FM radio, advocacy, lawyers, movies, CDs, DVDs, VHRs, VHSSs, Comcast, Blu-ray, MP3 players, Democrats and Republicans, telephone services, cell phones, Droids, pagers, music—classical, R&B, pop, country western, hip-hop, techno, karaoke—the United States Postal Service, Federal Express, UPS, print advertising, Times Square, New York City, commercials, iPods, iPhones, iPads, computers, art, museums, photography, education, colleges and schools, theaters, plays, musicals, and on and on and on, they have their basis in the First Amendment.

That doesn't even include freedom of religion, the churches, the synagogues, the mosques, all religions, nonprofit organizations, 501(c)(3)s, 501(c)(4)s, charitable giving. All of this is First Amendment activity.

Mr. Speaker, the First Amendment, with American innovation through time, from the founding of our country to this very date has unleashed over time the greatest economy that the world has ever known. The Founding Fathers set in place a system that through our value system would give birth to more than 50 percent of all jobs in the United States of America. And that system has worked remarkably well for a long, long time.

But now there is a problem, Mr. Speaker. These devices will cause the loss of jobs at bookstores. Borders is closing almost 50 percent of its stores. It is going to cost the jobs of librarians and libraries, publishing houses, printers, book binders.

And where do we think these devices are made? They are not made here in the United States. They are most likely made in China or other places. So if you are not an American and if you believe in the value system that emanates from the First Amendment, including all of the jobs that emanate from the First Amendment, and you are outside of America and you are looking in, you need only wait for American innovation as a result of our own freedom system to take advantage of selling to the United States at some cheaper labor costs a product that helps strengthen our First Amendment. It comes, however, at the cost of jobs. Significant jobs.

So the First Amendment, the amendment that has unleashed such great economic activity and brought about such amazing innovation and helped America become the greatest economy in the world, is now known for helping the Chinese economy grow and create jobs and prosperity and, ironically, challenge America's place in the global economy.

We all know our economy has struggled over the past few years. The financial and economic crises have been devastating for many Americans. The unemployment rate still hovers near 9 percent. And in communities like mine, it is near 15 percent.

How do we turn our economy around? I have suggested, Mr. Speaker, that we follow the mold of the greatest capitalists and turn to our Constitution; turn to our bylaws, the bylaws of the American enterprise. That is what President Roosevelt did as he began his fourth term in office.

Mr. Speaker, here is what President Roosevelt said on January 11, 1944, in his State of the Union address. January 11, 1944, unemployment is beginning to come down, but throughout President Roosevelt's administration, we see the highest levels of unemployment in the history of the United States, the period known as the Great Depression.

But as we are coming out of that Great Depression, President Roosevelt, after having served nearly four terms as President of the United States, has some insights on how future generations of Americans must address unemployment. Today, unemployment hovering at around 9 percent.

Let's hear what our President had to say: "It is now our duty to begin to lay the plans and determine the strategy for winning a lasting peace and the establishment of an American standard of living higher than we have ever known before. We cannot be content, no matter how high the general standard of living may be, if some fraction of our people"—and this is January 11, 1944—"whether it be one-third or one-fifth or one-tenth is ill-fed, ill-clothed, ill-housed and insecure."

□ 1840

"This Republic had its beginning"—1788, 1791—"and grew to its present strength, under the protection of certain inalienable political rights."

Here Roosevelt is giving deference to the idea that the First Amendment through the Great Depression is responsible for most of the Nation's jobs.

"Among these rights," President Roosevelt says, "is the right of free speech, free press, free worship, trial by jury, freedom from unreasonable searches and seizures. They were our rights to life and liberty."

"As our Nation has grown in size and stature, however," the President acknowledges, "as our industrial economy expanded, these political rights proved inadequate to assure us"—that is, every American—"equality in the pursuit of happiness."

"We have come to a clear realization of the fact that true individual freedom cannot exist without economic security and independence."

"Necessitous men are not free men. People who are hungry and out of a job are the stuff of which dictatorships are made."

"In our day, these economic truths have become accepted as self-evident. We have accepted, so to speak, a second Bill of Rights under which a new basis of security and prosperity can be established for all, regardless of station, race, or creed."

"Among these are:

"The right to a job; the right to earn enough food to provide for one's family; the right to every farmer to raise and sell their products; the right of every businessman, large and small; the right of every family to a decent home; the right to adequate medical care; the right to adequate protection from the economic fears of old age and sickness and accident and unemployment; the right to a good education; all of these rights."

"And after this war is won," he said, "they spell security. We must be prepared to move forward"—forward through time, a time that President Roosevelt himself would not live to see—"in the implementation of these

rights, to new goals of human happiness and well-being."

"America's own rightful place in the world depends in large part upon how fully these rights and similar rights are carried into practice by our citizens."

Mr. Speaker, what if we amended the Constitution, if we amended the bylaws of America, to include the right of every citizen to an education of equal high quality? What would that do for architects, and roofers, and bricklayers and manufacturers, as school districts across this country seek to meet the equal high quality standard by building new schools and improving existing ones?

What would it do for the NASDAQ, as schools improve their technological capabilities with laptops and computers and iPads and Nooks and Kindles and other devices? There are 60 million children in the Nation's public school systems. Sixty million. I believe that, like the First Amendment over time, an amendment guaranteeing every American the right to a quality education for all students would provide a huge economic boost for our country, just like the First Amendment at the inception of our country is responsible for 50 percent of all jobs, if we truly want to compete with China, with India, with other countries around the world, if we truly want a population that is better educated than any other population on planet Earth, capable of paying more taxes, eliminating unemployment, rebuilding schools, rebuilding bridges, rebuilding hope in our communities, and by definition every time we build a newer first class school, we change the property values of every home around that school. In America we just don't sell housing anymore, we sell housing plus schools at the same time.

I wish every Member of Congress, Mr. Speaker, in my home State would visit New Trier in the northwest suburbs. New Trier High School represents quality of education that is provided unlike any other high school in the Nation. There are state-of-the-art classrooms, with small class sizes. It has top quality athletic facilities including two aquatic centers. That's swimming. The school rents it out for fees, raising revenue to help offset some of its cost. There are 17 varsity athletic teams for boys and 17 varsity athletic teams for girls. New Trier is noted for its drama, for its music, for its visual arts programs. Students are given the opportunity to develop all of the aspects of their talent. They are given a full educational experience that molds boys and girls into young men and women. The academics at New Trier are unrivaled. In 2006, the mean SAT verbal score was 620, and the mean SAT math score was 650, meaning that 1370 was an average score at New Trier. The school literally churns out Ivy Leaguers.

Mr. Speaker, I think we need more New Triers. We need all of our schools

to have the facilities, the resources, the rigor of New Trier. I certainly need it in my congressional district on the south side of Chicago. And if there is someone out there in America who wishes they had a school like that in their congressional district, I wish they would just go touch their television set, Mr. Speaker and say "amen."

But we can't get there, Mr. Speaker, under local property tax regimes that fund our schools. In the 50 States and territories, there are 95,000 public schools in 15,000 school districts, in 20,000 cities—all different, all separate, all unequal and all funded differently.

At New Trier, roughly \$15,000 is spent on every child per year, which is nearly double the State average. That's because New Trier is located in one of the wealthiest areas in my State and, therefore, has the resources to fund such a high quality education.

Now I don't want to take, Mr. Speaker, anything from New Trier. My vision on the floor of this Congress is that the United States of America should be building 95,000 New Triers across our country—that's 95,000 schools putting millions of Americans to work in high quality education—for as long as there is an America, not for the 112th Congress, not for the 113th Congress, but for all of these Congresses, and there have been 112 Congresses that have made the First Amendment responsible for 51 percent of all jobs in this Nation. It has taken 112 Congresses for 51 percent of all jobs to be vested in the First Amendment.

What's the great thing about my amendment? The jobs that are associated with building 95,000 schools are not likely to end up in Beijing. Because building schools has something to do with putting Americans to work. That's very different than building iPads, or using First Amendment values that tend to leave our own country and, yes, they spread good will throughout the world but it takes our quality of life and our standard of living with them.

And that's what Mr. Roosevelt is talking about. I mean, he is the President that had to address unemployment. So what Roosevelt is looking for are jobs with domestic content. But he recognizes that the Constitution of the United States, however much we honor it, is insufficient on the question of economic rights for all Americans to ensure that future generations of Americans will be the beneficiary of the highest possible education standard that the world has ever known.

As I have said, Mr. Speaker, it will create new jobs over time. As teachers are hired to provide that high quality education and schools are built and rebuilt and technology is purchased and maintained, that will unleash over time immense economic capitalistic activity that will drive job creation and corporate profits for generations to come. Yes, Mr. Speaker, there will be a cost. But if we can find money for the

wars in Iraq and Afghanistan, if we can find money to bail out Wall Street, if, as Martin Luther King, Jr. said, we can find money to put a man on the Moon, then we ought to be able to find money to put a man and a woman on their own two feet right here in America and guarantee our children an equal high quality education like that of New Trier.

Mr. Speaker, only the Constitution of the United States can guarantee that kind of education system and at the same time unleash incredible job growth and economic activity.

With the few minutes I have remaining, I have been dedicating this session of Congress to the unemployed. A lot of unemployed people have been sending me their resumes, and the cost of inputting their resumes into the House RECORD, for which I am asking them to continue to send me their resumes and stories, is astronomical.

□ 1850

And I wonder sometimes, Mr. Speaker, why the CONGRESSIONAL RECORD isn't digitized, why we still have to cut down trees to print all of these speeches delivered by Members of Congress. Well, the cost would be significantly less if the Congress of the United States would catch up to the Nation's education system and start digitizing the CONGRESSIONAL RECORD. I'm not totally unconvinced yet that we're not dragging our feet into the future on purpose.

With that said, I want to read a few stories of some people who have been going through, well, a whole lot of hell, Mr. Speaker, in this economy. These are the stories of our men and women who have served. This is from John Bridges:

"Representative JACKSON, I appreciate your effort to show the country what's happening to the veterans by entering their resumes in the CONGRESSIONAL RECORD. A bit of background for you: I was raised in Tilden, Illinois, and joined the U.S. Navy when I was 17. And after 22 years, I retired in the Dallas, Texas, area. I then went into the wireless telecommunications industry for over 12 years before being laid off at the end of August, 2010.

"I have not had any success with any position since that time. I've had one interview with the VA, and an upcoming one with the University of North Texas. However, I have not heard back from anyone, so I'm assuming that the positions have gone to other individuals. Thank you, and good luck with this effort, as well as your service to the Congress."

Thank you, Mr. Bridges. We're going to do what we can, I hope, one of these days in this Congress to find you a job.

How about a former sergeant from the United States Marine Corps, Robert Green: "Congressman JACKSON, Jr., thank you for thinking of the veterans, whose sacrifice for our country should always be respected and honored the way one veteran honors another.

"My story is that after getting out of the Marine Corps in 1980 I landed a job as a welder working in Arizona on a power plant. I went to night school, obtained my certificate of completion for the trade I was working in and continued to use my benefits to add classes at the local community college level while raising my family and trying to live the American Dream. After nearly 30 years of work in the construction industry I found myself laid off.

"I had not completed the degree program, but had the experience and enough credits for a 2-year degree in the industry. I had worked hard to establish a role of senior project manager on a construction project; yet without that degree, most companies will not even give me a call.

"It is my hope that this idea not only heightens the concern of veterans, but sheds light on the college industry's business model that keeps people forever pursuing degrees that, despite their personal life changes, nothing changes. Thanks again." Former sergeant, United States Marine Corps, Robert Green.

"Congressman, I am currently a government contractor with the 505th Training Squadron at Hurlburt Field, Florida. We're undergoing a Research Management Decision, RMD 802, which includes the realigning of resources for fiscal year 2010 and 2014 to decrease funding for contract support and increase funding for approximately 33,400 new civilian manpower authorizations, 10,000 of which are for the defense acquisition workforce.

I and three other 30-percent-or-more disabled veterans are being replaced by workers and will be terminated from employment effective the 25th of February, 2011. All three of us have served our country for over 20 years and have been an integral part of the 505th Combat Training Squadron for years. It's going to be a difficult task to find work because of our age and our disabilities.

"I myself, having young children and limited opportunities for work, find myself wondering if everything that I've worked for and the American Dream of keeping my house and putting my kids through college has now become a nightmare. Thanks for promising to post the veterans' resumes. And I believe that even though you're not promising jobs, at least you're trying to bring visibility to the plight of our Nation's veterans." Mr. Tracy L. Palmer—put his life on the line for the United States of America. The least we can do is try and find Mr. Palmer a job.

"Good evening. My name is Thomas Gadbois. I recently read an article about this program in the Marine Times. I served in the Marine Corps from 2001 to 2002 before receiving a medical discharge. I was separated after having a seizure disorder. During my time in the Corps I served as a radio operator, a platoon sergeant, and worked a complex entry control point while serving in Iraq in 2007. I've been searching for a job for over 1 year now,

and my family and I recently relocated to Okinawa, Japan, where the job search still continues.

"I would like to thank you for starting this program. There are so many veterans out there that can be productive members of our society if the Congress of the United States would just find something for them to do."

Out of respect for your resume, which is going into the CONGRESSIONAL RECORD tonight, my hat is off to you, Thomas Gadbois. We're going to do what we can to try and find you a job.

"I served as an active duty member, full time, in the 111th Fighter Wing of the Pennsylvania Air National Guard for over 20 years, Mr. Speaker, as an ordnance mechanic. I took advantage of the VA programs after retiring in 2000 to start a second career in the information technology field. I applied to all technology positions at a local VA medical center as they were available. My application was not even considered. I never gave up and tried for at least 10 more years.

"In my last job, I was making \$44,000, but it was just enough for the both of us. Now I am forced to tell potential employers I will take a minimum of \$15 per hour just to get interviewed. I see American companies wallowing in their greed, Mr. Speaker, to outsource jobs to other countries because it's cheaper, and that's what we're getting into, cheap products instead of investing in the talents and the skills and the knowledge of the American worker. This has to stop somewhere. 'Respectfully yours, Pasquale Filoromo, TSgt United States Air Force, retired.'"

They go on and on and on.

Mr. Speaker, I ask unanimous consent to revise and extend my remarks and to submit extraneous materials for the RECORD relating to the subject of this Special Order, including the names of these veterans that I specifically offered tonight.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Illinois?

There was no objection.

JOHN M. BRIDGES
(817) 846-9080

Profile:

Technical Applications, Quality Control, Training/Development, Management, Customer Relations, Troubleshooting

A self-starter with proven ability to deliver high quality projects from inception to completion, on schedule and within budget. Innovative, resourceful and inventive with an extra-ordinary ability to identify opportunities, make things happen, and consistently achieve goals and objectives.

Areas of expertise:

DMS HLR100/200, ATCA, VSE, GSM, Telecommunication System Troubleshooting, Commissioning/Installation, Customer Support, System Maintenance/Upgrades/Expansion, Customer/Employee Technical Training.

Professional history:

NORTEL/ERICSSON, Richardson, Texas, 1999-2010, Network integration specialist—Commissioned and integrated DMS, GSM, iDEN, HLR100/200 and ATCA HLR (VSE) systems. Performed internal technical support,

installation support, as well as customer information, documentation, and training.

Completed all DO-EMS application installations for the CCMP equipment for the Verizon Ohio/Michigan area.

GSM HLR Subject Matter Expert for Readiness group, responsible for implementing and activating ATCA HLR's and transferring knowledge base to co-workers and customers to ensure satisfaction of quality and service.

Coordinated work activities for 6 different HLR200's and the initial commissioning in absence of the Implementation Prime. Assisted with provisioning of equipment as well as monitoring of sites including resolution of difficult or non-existent procedures.

On-site Team Leader/Prime for HLR 200 commissioning and installation on over 30 HLR sites for Cingular Wireless, T-Mobile, and AWS.

NSS Prime for coordinating FP Decommissioning on HLR100's for three major market customers as well as over 120 different DMS-MSCs. This in addition to completing the procedure to remove the software itself.

Completed SDM-FT upgrades on various customer sites from GEM 10.1 to GEM12, GEM16 to GEM17 including software and CPU card upgrade, SBA applications, and associated hardware.

Completed all NI acceptance testing requirements for iDEN CDMA and GSM DMS-MSCs customers assigned within acceptable parameters and time limits.

SPRINT PCS, Trouble Management Team Leader, Ft. Worth, Texas—

Promoted rapidly to Team Leader. A position requiring specialized knowledge of all other departments within the organization as well as a proven ability to interact with the general public. Combined proven market cognizance with a practiced business sense.

Coordinated efforts of 30 team members, as well as other department personnel, to fully understand all aspects of the telecommunications industry. Exercised planning, controlling and organizing skills to set priorities and determine the correct handling of difficult activation's, report and resolution of network transmission issues.

THE ASSOCIATES, Customer Service Advocate, Irving, Texas—Contributed vision, planning and interpersonal expertise crucial to organizational efficiency and business growth.

Military service:

UNITED STATES NAVY, Various Locations/Domestic and Foreign, Radioman Chief Petty Officer—RMC(SW)/E-7 Various Locations—

Progressed through numerous promotions with a broad range of responsibilities culminating in Director Navy/Marine Corps MARS, Region Three.

Managed up to 80 enlisted personnel and more than 300 volunteers in settings that ranged from a one-person office to a five-state directorship.

Chief in charge of Radio Communications aboard USS Tuscaloosa which included assignment as ship's CMS custodian. Responsible for all UHF, HF, and Satellite communications.

Provided physical security for all assigned stations as well as electronic security to prevent unauthorized access to classified material.

Held a Top Secret Clearance for over 20 years.

Education:

Bachelor in Business Administration, Northwood University—GPA 3.74
Management/Computer Information Management

ROBERT G. GREEN

Cell 480-297-4103, Scottsdale, AZ,
rggreen@qwest.net

Profile:

Multi-project management—More than 14+ years of successful management of small and large scale, complex construction projects, with a proven record of completing projects on time and under budget. Project portfolio encompasses schools, healthcare, warehouse, high rise, private and public sectors. My Completed Construction Dollar Volume Ranged from \$5 million to \$35 million.

Communication—Reputation as a confident leader with strong interpersonal and written communication skills that provides a foundation for building a successful collaboration with architects, engineers, building officials, management and owners.

Safety—Extensive experience in developing project safety programs that incorporate quality control specifications, OSHA safety standards and regulatory compliance to prevent accidents. Programs regularly exceeded project and governing authorities' expectations.

Leadership—Proven leadership ability to mentor project engineers and directly manage staff while indirectly supervising the efforts of project workers in support of various aspects of the project. Leadership qualities uphold honesty, integrity, and a commitment to safety.

Experience and achievements:

Summit Builders, Inc., 10/2008-06/2009, Sr. Project Manager—Recruited to organize and manage operations for multiple construction projects. Responsibilities included estimating, budget analysis, scheduling, writing sub contracts and maintained budgets, monitoring quality control standards, sub-contractor and owner relations.

McCarthy Building Companies, Inc., 6/2003-10/2008, Project Manager—Employed as a Project manager for the Small Projects division however the first assignment was the project manager for a large scale, high-profile LEED Green project with involvement from Preconstruction through completion. Performed tasks such as pre-construction schedule development, scope development, contract administration, constructability reviews, contractor coordination, and implementation of quality control and safety standards, damage assessments, generated daily activity reports, and monitored overall project flow. Upon completion developed multi-project skills as project manager for the Small projects division managing multiple school projects during the same period of time.

KSL Development, 9/2002-5/2003, Owners Representative—Responsible for advising the owner of all major construction issues, budget and schedule variances, and quality concerns during the construction of a ballroom and parking structure. Monitored the construction process as operations for the existing facility continued, including but not limited to requests for information, requests for change orders, contractor payment requests, testing, inspections, Coordinated work stoppages with Resort events schedule, permitting and occupancy status, commissioning, close-out and turn over to operations management.

Target General, Inc., 1999-7/2002, Project Manager—Projects include a big box combo site, public library and community center, community college and elementary school.

Qualifications:

Project Manager Training Seminar McCarthy

Advanced Project Manager McCarthy
OSHA 10 hour Safety Course
Red Cross CPR & First Aid Certified
Maricopa County Dust Control Compliance
LEED Certified Project Completed
Certificate Of Crane Safety Trained

Certification as a journeyman Steam fitter
Combat Engineer, USMC SGT.
PV-100 NABCEP training
Completed PMP Training awaiting test

Work history—Projects:

10/2008-06/2009, Sr. Project Manager, Summit Builders, Inc., Desert Foothills YMCA, Community Center & College Cost—\$10 Million

6/2003-10/2008, Project Manager, McCarthy Building Companies, Inc.: Holdeman and Thew Elementary Schools—60,000 SF each Cost—\$9.5 million each; Scales Elementary School—65,000 SF Cost—\$9.2 million; Pilgrim Rest Wellness Center—38,000 SF Cost—\$4.5 million; ASU Foundation Fulton Center—147,000 SF Cost—\$35.5 million.

9/2002-5/2003, Owners Representative, KSL Development at the Arizona Biltmore (constructed by Hunt Const.)

1999-7/2002, Project Manager, Target General, Inc.: Coconino Community College, Flagstaff Cost—\$27 Million; Peoria 25, Zuni Hill K-6, 208,000 SF Cost—\$9.2 Million; Fountain Hills Library and Community Center, 55,000 SF Cost—\$4.5 Million; Wal-mart Superstore, 208,000 SF Retail store Cost—Combo w/Sam's \$12 Million; Sam's Club, 135,000 SF Wholesale warehouse—Cost—(See Above); Offices at Raintree, 11 building office park Cost—\$8 Million.

1995-1999, Project Manager, Huber, Hunt & Nichols, Inc.: Anasazi Office Park and Parking Garage, 110,000 SF office building and 100,000 SF parking garage. Cost—\$7.5 million; VA Medic 1 Center, Phase I Ambulatory Care Addition, 180,000 SF Cost—\$29 million.

TRACY L. PALMER

retaf03@yahoo.com, 604 Rowan Circle, Crestview, FL 32536, H: (850) 758-0558.

Objective:

Seeking a challenging position with your Professional Business Unit

Summary of Qualifications and Career Highlights:

Twenty-three years of progressively responsible supervisory and technical experience while on active duty with the United States Air Force

Secret security clearance NACLC as of October 15, 2007

Controlled Area Monitor, Security Monitor, Communication Security (COMSEC) custodian, Records Manager, Cost Estimate Coordinator, Office Manager, Database Manager, Training Instructor, Scheduler

Strong working background with Department of Defense Manuals, Regulations and Technical Orders

Knowledge of all Microsoft Office products
A.S. Degree, Information Systems Technologies, Community College of the Air Force

Currently enrolled in Northwest Florida State University pursuing a Computer Information Administrator Degree

Professional Experience & Career Highlights:

2008 to Present: Professional Control Force Controller, TYONEK Corporation, 505th Combat Training Squadron, 505th Command and Control Wing, Hurlburt Field, Florida—

Provides air operations data through the Theater Battle Management Core System (TBMCS) and Air War Simulator (AWSIM) to the Air Operations Center (AOC) Joint Forces Air Component Commander (JFACC) as a simulated Wing Operations Center (WOC) controller during joint training events and experiments

Provides written reports using the Theater Battle Management Core System (TBMCS) information operation communication tool to close air support/strike, intelligence surveillance, tanker/airlift and air defense controllers through all phases of joint exercise training

Provides command and control statistical data to the Commander Air Force Forces (COMAFFOR) during joint training events using the Logistics Simulation model (LOGSIM) and Time-Phased Force Deployment Data (TPFDD) while participating in strategic planning of joint exercise scenario development of assigned major command programs by implementing and monitoring exercise events using the Joint Master Scenario Event List (JMSEL)

Provides operational level of war subject matter expertise to the Air Operations Center (AOC) in the command and control arena while producing message traffic and telecommunications to simulate all levels of command and control while interacting with the training audience to provide joint training

Documents planning and programming decisions by providing after action comments to senior leaders for analysis of joint exercise training effectiveness

Provides administrative direction and collaborative coordination between cells within the control group via an embedded email function and message release system during joint exercise events

Responsible for scheduling exercises, tests, and experimentation support as directed by Higher Headquarters using the Enterprise Scheduling Tool (EST)

Manages the squadron's current computer scheduling capabilities and ensures all events are entered into the appropriate software and databases

Re-wrote the 505th Combat Training Squadron Controlled/Open Storage Operating Instruction

Briefs squadron commanders on current and future events, and scheduling conflicts

Creates, coordinates, and monitors presentations for the organization's missions, exercises, experimentation support, and associated conferences

Assists in the implementation of the organization's SharePoint system providing a single integrated location where employees can efficiently collaborate with team members and find organizational resources

Operates models, simulators and collaboration tools; prepares databases, controller interfaces and reports for various training activities

Reviews and submits travel authorization request through the proper channels for approval in support of numerous exercises and events

Coordinate travel estimates between contractor, customer and contracts personnel to be sure funds are added to the contract

Updates cost estimate databases and provides reports to management in the tracking of expenditures involving organization travel cost

2008: Center Manager/Training Instructor, JobsPlus, Ft. Walton Beach, FL—

Managed and controlled facilities, equipment, and supplies while supervising 20 employees

Conducted research and needs assessment relevant to course development and revisions, changes in policies and procedures, professional development plans and the delivery of course materials

Planned, prepared, and revised work schedules and duty assignments according to customer needs, problems, workloads and statistical forecasts

Oversaw employment projects managed by Center employees, including the ability to reach placement goals and leverage local resources

Conducted regular, timely, performance evaluations for all Center employees

Conducted monthly Center meetings to analyze internal processes and recommend

and implement procedural or policy changes to improve operations

Participated in regular Center and employee performance review sessions

Ordered, acquired, distributed and stored supplies

Directed or coordinated the supportive services department within the organization

Hired and terminated administrative personnel

Prepared and reviewed operational reports and schedules to ensure accuracy and efficiency

2006 to 2008: Military Operations Analyst, Lockheed Martin Corporation, 505th Combat Training Squadron, 505th Command and Control Wing, Hurlburt Field, Florida

Provided subject matter expertise in the command and control arena

Received, processed, and controlled data for operational purposes

Developed command and control instructions and maintained training reference files, directives, office instructions, lesson plans, training aids and training records

Researched and developed planning and training documents supporting the customer's Air Operations Center (AOC) and Air Force Forces (AFFOR) staff training objectives

Operated models, simulators and collaboration tools; prepares databases, controller interfaces and reports for various training activities

Produces message traffic and telecommunications to simulate all levels of command and interacts with the training audience to provide a realistic environment

Participated in the planning and execution of ARDENT SENTRY-NORTHERN EDGE 07 which is a Joint Chiefs of Staff-directed, U.S. Northern Command (USNORTHCOM) sponsored homeland defense and Defense Support of Civil Authorities (DSCA) exercise

Developed a basic knowledge of applicable federal, state and local laws and regulations, guidelines issued by DHS, FEMA, EPA, OSHA and directives such as Homeland Security Presidential Directives (HSPDs) related to emergency preparedness, infrastructure protection and physical security

Primary security monitor responsible for classified safe and records management

2003-2006: Senior Juvenile Detention Officer, State of Florida, Crestview Facility—

Supervised over 400 juveniles in a 30 month period planning and coordinating schedules and daily operations

Ensured that offender services and programs were in compliance with Department of Juvenile Justice and court ordered regulations, detention services manual, facility operating procedures and quality assurance standards

Assisted operations of detention center providing safe, secure care and custody of all assigned detainees without fail

Developed and implemented corrective action plans

Maintained a safe environment and created an atmosphere that had zero tolerance for detainee escapes, abuse or sexual harassment

Ensured that all detainees were provided their constitutional rights with special concern for legal, medical and mental health issues

Developed and implemented a Home Detention Monitoring system that was used in two counties to track at risk youths

1980-2003: Command and Control Specialist, United States Air Force, Various Assignments—

Provided supervision of a 24/7 operating United States Air Force command center directing oversight of the command, control, communication and information support to all agencies

Developed and revised Quick Reaction Checklist (QRC) that were used in the dissemination of information to Numbered Air Forces (NAF), Major Commands (MAJCOM), National Military Command Center (NMCC), and the Air Force Operations Center (AFOC)

Developed and prepared management reports and briefings based on documented processes to provide decision makers real-time data to make informed decisions

Coordinated, directed, monitored, and reported mission movement during pre, in, and post flight phases with on and off base agencies to ensure successful mission accomplishment

Served as the responsible agency for command post operations and executed mission movement of the unit's peacetime, contingency, and wartime flying operations

Reviewed and coordinated the daily flying schedule with all involved agencies

Analyzed and evaluated unit response requirements and functioned as the executive agency for the wing command and staff as related to command and control activities

Assisted in development and implementation of proficiency training and certification programs for command post controllers

Provided certification instructions to controllers in areas of emergency action procedures, flight following, SORTS, C4 systems, operational reports, and command post security procedures

Assisted in managing wing level Status of Resource and Training Systems (SORTS) and other reporting programs

Used computer generated messages and reports software to submit reports for unit assigned aircraft, along with other operationally required reports

Collected, consolidated, and reported to higher headquarters combat readiness data from subordinate flying and non-flying units

Assisted with the management and control of facilities, equipment, and supplies

Assisted in the management and control of budgets for the command post

Assisted in establishing requirements for command and control activities

Managed accountability for equipment and supply accounts

Maintained a current publications library (to include JCS, DoD, USAF, GMAJCOM, AFRC, and local C2 directives)

Exercise Evaluation team member working with United States Air Force, local, and federal emergency response personnel to develop and implement exercises, drills, inspections, training, and assisted in the establishment of documentation and evaluation of emergency response exercises and Emergency Operations Center activation drills

Created course materials, developed exercise and tests which provided initial, refresher and recurring training on command emergency actions exercises

LEAVE OF ABSENCE

By unanimous consent, leave of absence was granted to:

Mr. REYES (at the request of Ms. PELOSI) for today and the balance of the week on account of illness in the family.

ADJOURNMENT

Mr. JACKSON of Illinois. Mr. Speaker, I move that the House do now adjourn.

The motion was agreed to; accordingly (at 6 o'clock and 56 minutes p.m.), the House adjourned until tomorrow, Friday, March 11, 2011, at 9 a.m.