

We should be providing additional support for students with additional challenges—students with disabilities, English-language learners, and at-risk youth. Instead, we have a bill that allows funds to be directed away from these students and allows all students with disabilities to be taught at a lower standard.

We should be encouraging innovation in the classroom, empowering teachers and allowing charter schools to test new ideas. But while this bill would expand charter school availability, it does not require those schools to be accountable or transparent with taxpayer dollars.

Mr. Chair there are many missed opportunities in this bill. It continues the exclusive focus on math and reading, with no support for STEM, geography, history, the arts, or other subjects that provide a well-rounded education. It eliminates funding for afterschool programs and wraparound services that ensure students are prepared to learn.

Our students, teachers, and parents deserve better than this bill. We should come together in a bipartisan fashion, as we have always done with education in the past, to develop real reform that gives our students the skills they need to succeed in our 21st century global economy.

STUDENT SUCCESS ACT

SPEECH OF

HON. THOMAS E. PETRI

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 18, 2013

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes:

Mr. PETRI. Mr. Chair, I rise today in support of this amendment and am pleased to be a cosponsor. Charter schools are a critical component of our Nation's public school system and are helping to foster an array of high-quality public school options for parents and their children. Today, more than 6,000 public charter schools serve a diverse student body of more than 2.3 million students in 40 States and the District of Columbia. Unfortunately, however, almost one million students find themselves on charter school waiting lists, unable to attend the school of their choice. We must do more to expand access to these high-quality public school options.

One recent study conducted by the Stanford Center for Research on Education Outcomes found that schools that have a strong start tend to remain highly successful schools in the future. The federal Charter Schools Program has been a crucial tool in helping many charter schools get this strong start. Unfortunately, however, many schools aren't able to use the funds provided through this program in ways that would be most effective for their students. This amendment would simply expand the ways in which charter schools can use the startup funds provided through this program, including for professional development, teacher training, instructional materials, and minor facilities improvements.

The amendment would also give priority to States that allow funding provided to charter

schools to be shared when a student is enrolled in multiple schools. This flexibility will help support the growth of a wide array of high-quality virtual schools and other expanded learning opportunities provided through partner organizations.

Lastly, the amendment simply ensures that charter schools receiving funds under the federal Charter Schools Program are doing outreach to low-income and underserved populations. While charter schools often serve a disproportionate number of low-income students, this amendment will simply ensure that they continue to lead the way in providing access to high-quality public school options.

I urge my colleagues to support this amendment.

STUDENT SUCCESS ACT

SPEECH OF

HON. EDDIE BERNICE JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 18, 2013

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes:

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Chair, funding for education and STEM education is an investment in our future, and perhaps one of the most important investments we make as a Nation. I am very concerned that H.R. 5 guts education funding by 1.3 billion dollars in order to lock in the sequester preventing Congress from being able to appropriate above sequester levels. According to an analysis carried out by the Information Technology and Innovation Foundation, the United States ranks second to last of the 44 countries and regions analyzed in terms of progress in innovation-based competitiveness over the last decade. It used to be that the world's best and brightest flocked to our shores. Now many of our own best and brightest are finding better opportunities in other countries, and we are losing our edge in the competition for top talent from around the world.

Mr. Chair, I have many concerns with this bill. H.R. 5 opts to convert Title 1 funding into a block grant program. This change will disproportionately harm many disadvantaged low-income students. Schools across the country, including some in my Congressional district, rely on these funds to help ensure that all children meet State academic standards. Even the highest performing students in the urban schools are faced with an uphill battle in obtaining the same academic achievement present at the high performing schools. While college preparatory courses are standard for many students in our highest performing public schools, urban school districts often lack the resources to provide the same advantages to their students.

According to the National Education Association, H.R. 5 "as a whole it erodes the historical federal role in public education: targeting resources to marginalized student populations as a means of helping to ensure equity of opportunity for all students . . . [and]

perpetuate[s] a system that intentionally delivers unequal opportunities and quality to children across this country." Even according to the U.S. Chamber of Commerce, H.R. 5, "Would reduce school-level accountability, would not provide consequences for low-performing schools, and would not require states to adopt college- and career-ready standards and assessments."

Mr. Chair, the cuts in this bill which will ultimately result in a poorer education for future generations of young Americans represent a gigantic step backwards for our Nation. I strongly believe an investment in education funding is the most sensible investment we can make. The Elementary and Secondary Education Act was first enacted at the height of the Civil Rights Movement in order to increase investments in primary and secondary education, strengthen equal access to education and establish high standards and accountability. Mr. Chair, in conclusion, I cannot support the bill we have before us today which erodes and dismantles the key principles of this law.

STUDENT SUCCESS ACT

SPEECH OF

HON. TREY RADEL

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 18, 2013

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes:

Mr. RADEL. Mr. Chair, I rise today in support of Mr. LUETKEMEYER's amendment that expresses the sense of Congress that States and local education agencies should maintain the ability and responsibility to set curriculum and measure achievement for their students.

This historically has been the case, but today, under current law, the Federal Government believes they should dictate policy at all levels of government.

The Department of Education heavily incentivized and pressured States into adopting the Common Core State Standards Initiatives. These national standards and assessments ultimately determine the curriculum and teaching materials used in the classroom across the nation. Common Core is a one-size-fits-all approach to instructing kids from Florida to Alaska. Washington cannot demand a similar teaching style or test result from a teacher in Cape Coral as they would from one in Milwaukee.

Common Core was adopted by many States through a heavy-handed waiver for the Administration's "Race to the Top" grant program and Title I funding. This "Race to the Top" program imposes a national K-12 core curriculum-testing program in return for funds. This top-down influence erodes state authority over education.

We have little to show for the trillions we have spent on national education mandates. Failed federal education mandates have done enough damage and it is time to once again allow our public schools the freedom to make decisions on what is best for their students.

Mr. Chair, you make the best decisions on how your child should be raised, where your child should go to school, and what your child should learn—not Washington bureaucrats. Teachers, principals and members of your local school boards, should run your child's classroom, school, and school district, not some random bureaucrat in Washington who has no clue about the challenges they face.

You know what's best for your kids, not an empty suit thousands of miles away, and that is why I rise today to support Representative LUETKEMEYER's efforts to fight for competitive excellence and innovation in our nation's education system.

PERSONAL EXPLANATION

HON. TIM RYAN

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Friday, July 19, 2013

Mr. RYAN of Ohio. Mr. Speaker, on Thursday, July 18, 2013, I inadvertently voted "no" on roll No. 367—Young of Alaska Amendment No. 2 to H.R. 5. I had meant for my vote to be recorded as "aye".

TO RECOGNIZE THE RECIPIENTS OF THE 2013 BEST OF BRADDOCK AWARDS

HON. GERALD E. CONNOLLY

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Friday, July 19, 2013

Mr. CONNOLLY. Mr. Speaker, it is my great honor to recognize the recipients of the 2013 Best of Braddock Awards, presented by the Braddock District Council of Community Associations. These awards are given annually to deserving individuals, organizations and companies in the Braddock Magisterial District of Fairfax County, Va., who have demonstrated an outstanding commitment to the community.

The goal of the Braddock District Council is to promote the civic, community, and general welfare of the citizens of the Braddock Magisterial District of Fairfax County. The Council represents the interests of community associations that lie within the Braddock District, facilitates cooperation and coordination between community associations, and provides a path of communications between associations and officials/elected representatives of the Braddock Magisterial District. I am pleased to join the Braddock District Council of Community Associations in recognizing the Recipients of the 2013 Best of Braddock Awards:

Citizen of the Year—Diane DiPietro, former president of Kings West Swim Club, for her tireless efforts to turn the blighted pool property into Rabbit Run Park.

Outstanding Business—The Peterson Companies for the development and management of the Fairfax Corner Center.

Most "Can-Do" Public Employee—Ed Richardson, Manager, Park Operations Division, Fairfax County Park Authority for working with Braddock District residents to effectively carry out the FCPA mission areas of promoting and protecting our cultural and natural resources, and providing safe recreation facilities for activities and programs.

Neighborhood Enhancement or Beautification—Dave Bowden, Fairfax County Parks Authority and Craig Carinci, Fairfax County Storm Water Management, who led their teams through the successful conversion of the blighted Kings West Swim Club property to Rabbit Branch Park.

FCPA Team: Dave Bowden, Isabel Villaroel, John Lehman, Tim Scott, Julie Cline, Brian Williams, and Charles Smith.

Storm Management Team: Craig Carinci, Rose Barrie, Ron Tuttle, Elfatih Salim, Dave Anglin, Brad Melton, Yudhie Brownson, Paul Thaler, Mannan Qureshi, Joseph Adzovie, and Bruce Goudzari.

Organizations Making a Difference in the Community (2 honorees)—Food for Others (Annandale Site); and Friends of the Burke Centre Library.

Special Achievement or Recognition—The Audrey Moore Recreation Center Rescue Team—Sophie Polnow, Tim Polnow, Connie Polnow, Corey Stoney, Faith Garrish. While swimming laps on May 18, Doug Padrutt started to feel dizzy. The next thing he knew he was on the deck surrounded by lifeguards and EMTs. Due to an arrhythmia, his heart had stopped and he sank. The team pulled Mr. Padrutt out of the water, started CPR, administered the AED, called paramedics and got him conscious and calmed down all in few short minutes. Because of their quick actions, Mr. Padrutt survived and has no permanent heart damage.

Mr. Speaker, I ask my colleagues to join me in congratulating these outstanding residents and companies and also in thanking them for their service to our community. Their efforts and leadership have been a great benefit to Northern Virginia and truly merit our highest praise.

IN HONOR OF AVDHOOOT BABA SHIVANAD, JR.

HON. MICHAEL G. FITZPATRICK

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Friday, July 19, 2013

Mr. FITZPATRICK. Mr. Speaker, it is rare in life to have the chance to recognize and honor a truly selfless person. A person who has dedicated his life to healing humanity by engaging in selfless activities for the betterment of mankind, asking only that they surrender their faith and devotion in return. This is why I am extremely proud and humbled to be here in order to honor his holiness, Avdhoot Baba Shivanad Jr., the father of sacred Ancient Indian Healing, and master of spirituality, for his work in helping United States citizens. I am deeply inspired by Babaji's deep belief that we all come into this world with vast potential, and through Shiv Yog, the process of uniting with the infinite consciousness, we can access this potential and create our own destinies. We all will honor Babaji's noble accomplishments and teachings, and it is my deepest hope that as we move on with our lives we will continue living less for our own selfish desires, and more for those around us as Babaji does.

STUDENT SUCCESS ACT

SPEECH OF

HON. SHEILA JACKSON LEE

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, July 18, 2013

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes:

Ms. JACKSON LEE. Mr. Chair, I thank Chairman KLINE and Ranking Member MILLER for their work to improve education for our Nation's children. I thank the Rules Committee for making in order Jackson Lee Amendment #5 for full consideration by the House of Representatives.

My amendment to H.R. 5, the "Student Success Act," is simple and is an important addition to this bill. I believe that my amendment to H.R. 5 can be supported by every member of the House.

JACKSON LEE AMENDMENT # 5

Jackson Lee Amendment #5 would direct States with insufficient funding to target funds to schools serving neglected, delinquent, migrant students, English learners, at-risk students, and Native Americans, to increase academic achievement of such students. The purpose of the Amendment is to make the best use of the funds available to focus resources on students with the greatest need.

According to research conducted by Chester Hartman, titled, High Classroom Turnover: How Children Get Left Behind, found that a disproportionate number of schools with predominantly low-income African American and Hispanic students have low stability, and that such students are much more likely than others, to switch schools in the middle of the year. High student mobility has consequences for students, teachers, and schools and can result in lower achievement levels, slower academic pacing, and lower teaching satisfaction.

Poor families move 50–100 percent more often than non-poor families. Welfare reform has resulted in residential mobility. Migrant children typically move from community to community. Foster children often change schools each time they are removed from a home. The education administrators' role in education should emphasize meeting the needs of disadvantaged students, and students who are mobile are among the most disadvantaged.

In the past, the government has taken limited steps to address this issue. Jackson Lee Amendment #5 is intended to support schools educating children who are neglected, delinquent, migrant students, English learners, at-risk students, and Native American youth.

The topic of delinquency also presents challenges to schools and educators. Children live in their own worlds, which can present threats to their health, safety and emotional well being.

Children become delinquent or can become at-risk for a number of reasons including school bullying and violence.

Consequences of bullying:

15 percent of all school absenteeism is directly related to fears of being bullied at school.