

of immigrants or of barring people from this country because of their religion. The fear and anxiety is born of decades of congressional inaction and of leaders in Washington who hope that the problem will just go away; but we will not be discussing that at the hearing tomorrow.

As for the path forward that will allow the country to move beyond the legislative roadblock imposed by the opponents of legal immigration, we will, again, not discuss how we make progress but, rather, yes, how we blame Obama.

For all of the Americans who want a legal and accountable immigration system and for all of the families who fear a knock on their doors, this Congress, again, seems to have nothing and to do nothing other than to let the demagogues and fear rule the day.

Mr. Speaker, that is a shame.

IN RECOGNITION AND IN CELEBRATION OF THE WORK OF DR. ANGUS STEWART DEATON

The SPEAKER pro tempore. The Chair recognizes the gentleman from New Jersey (Mr. LANCE) for 5 minutes.

Mr. LANCE. Mr. Speaker, I rise to recognize and to celebrate the tremendous work of Dr. Angus Stewart Deaton of Princeton, New Jersey, who was awarded the 2015 Nobel Prize in Economic Sciences. Dr. Deaton is a renowned academic, who is the Dwight D. Eisenhower Professor of International Affairs and Professor of Economics and International Affairs at the Woodrow Wilson School of Public and International Affairs and the Economics Department at Princeton University.

The Royal Swedish Academy of Sciences selected Dr. Deaton for the Swedish National Bank Prize in Economic Sciences in Memory of Alfred Nobel for his work regarding consumption, poverty, and welfare. The work is of critical importance to the entire world.

The Nobel Committee said in its selection announcement: "The Laureate, Angus Deaton, has deepened our understanding of different aspects of consumption. His research concerns issues of immense importance for human welfare, not least in poor countries. Deaton's research has greatly influenced both practical policymaking and the scientific community. By emphasizing the links between individual consumption decisions and outcomes for the whole economy, his work has helped transform modern microeconomics, macroeconomics, and development economics."

The Nobel Committee elaborated on its decision:

Dr. Deaton received this year's prize in Economic Sciences for three related achievements: the system for estimating the demand for different goods that he and John Muellbauer developed around 1980; the studies of the link between consumption and income that he conducted around 1990; and the work he has carried out in later decades on

measuring living standards and poverty in developing countries with the help of household surveys.

Dr. Deaton is a man of the world. A native of Edinburgh, Scotland, he was educated as a foundation scholar at Fettes College and received his undergraduate, master's, and doctorate of philosophy degrees from the University of Cambridge, where he was later a fellow at Fitzwilliam College. He was a faculty member at the University of Bristol before coming to Princeton. He has studied and visited many nations, has used research and experiences from around the world to shape the direction of his work, and has written extensively on societal issues facing the global community.

His spouse, Dr. Anne C. Case, is the Alexander Stewart 1886 Professor of Economics and Public Affairs and Professor of Economics and Public Affairs at the Woodrow Wilson School and Economics Department at Princeton. She is also an accomplished and acclaimed faculty member who has published groundbreaking economic research. Angus Deaton has two adult children, and in their spare time, he and Professor Case enjoy the opera and trout fishing.

Dr. Deaton is a superb professor, mentor, colleague, friend, and Princetonian. He is extremely worthy of this preeminent international honor. My wife, Heidi, and I and my twin brother, Jim, are proud to call Angus and Anne our friends. It is a great honor to Dr. Deaton's country of birth, the United Kingdom, and to his adopted country, the United States of America, that he has received this year's Nobel Prize in Economic Sciences. It is also a great honor to Princeton University, whose motto is: "In the nation's service and in service of all nations."

On behalf of the Congress of the United States, I congratulate Professor Deaton. May he continue his momentous work for the betterment of the human condition in the many years that lie ahead.

FEDERAL GOVERNMENT TO MAKE STATE AND LOCAL GOVERNMENTS WHOLE

The SPEAKER pro tempore. The Chair recognizes the gentleman from Oregon (Mr. BLUMENAUER) for 5 minutes.

Mr. BLUMENAUER. Mr. Speaker, the armed occupation by out-of-State invaders in eastern Oregon is now in its second month. There has already been violence, loss of life, damage to Federal property, and the total disruption of this small, quiet community in far eastern Oregon.

From this unfortunate and unnecessary spectacle, there are some lessons and conclusions to be drawn:

First and foremost, it must be made clear that the armed takeover of government or of private facilities for grievances real or imagined is absolutely unacceptable and won't be tolerated;

Second, while it is easy to be an arm-chair quarterback and second-guess the authorities, I think it is clear that a firmer response to the earlier Bundy law breaking in Nevada—owing the Federal Government over \$1 million and resisting Federal authorities at gunpoint—might have prevented or at least not encouraged this latest outrage, which includes some of his family members coming to Oregon from Nevada;

This is a call to action for Americans who treasure our public spaces—our parks, our forests, our rangelands, our marine sanctuaries. These are treasures that belong to all Americans, and it is important for us to understand what we have and to understand what is at stake for forces that would threaten our heritage;

If America somehow decides to give up these treasures, as some demand, special consideration would not be given to the rich—putting it up for the highest bidder—or for people who just happen to be in the proximity. Special consideration should be given to the Native Americans, who ought to be first in line, who have been systematically shortchanged by the Federal Government, which has denied them their treaty rights, systematically taking away land that was promised to them by treaties that were negotiated—presumably in good faith—ratified by Congress, and signed by past Presidents;

And it is not just enough to enforce the law. We should recover damages from lawbreakers who tear up the landscape, degrade wildlife habitat, and destroy property.

I have introduced legislation that would allow the Federal Government—in fact, not allow, but require the Federal Government—to make payments to State and local governments that have had to incur significant costs because of threats to Federal property. H.R. 4431 would reimburse State and local officials for these extraordinary costs incurred due to threats to Federal property.

When we talk in trillions here in Washington, D.C., maybe talk of \$100,000 here or \$1 million there doesn't sound like very much.

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To the State of Oregon it matters. And, for this tiny community, a few hundred thousand dollars has a significant impact on the local taxpayer and their services. They shouldn't be made to pay the bill.

I'm also working with Congressman THOMPSON, to close a loophole that would not allow us to recover for damages to Federal facilities by these lawbreakers, this legislation would allow the Federal Government to go back to recover its costs from people who willfully inflict this damage.

Let's act now, put this matter to rest, make the people in eastern Oregon whole, and discourage such reckless and dangerous behavior in the future.

EVERY STUDENT SUCCEEDS ACT WILL RETURN CONTROL TO OUR SCHOOLS

The SPEAKER pro tempore. The Chair recognizes the gentleman from Pennsylvania (Mr. THOMPSON) for 5 minutes.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, last month I met with teachers, administrators, school board members, even educators in higher education that train our next generation of teachers and some graduate students who are in that program to discuss the Every Student Succeeds Act, or ESSA, which replaces No Child Left Behind as our Nation's elementary and secondary education law.

I was honored to be appointed by Speaker RYAN to the conference committee that was tasked with settling the differences between the House and Senate versions of ESSA to assure this legislation will prepare students for life success.

The ESSA reins in the unilateral power of the United States Secretary of Education and gives it back to the States and the local education agencies. It prohibits the Secretary from adding new requirements to State education plans, being involved in the peer review process, and exceeding his or her statutory authority. It also allows school districts to disentangle themselves from Common Core without penalty.

Additionally, the ESSA eliminates the controversial adequate yearly progress provision, paving the way for States to develop their own accountability systems. While the new law keeps annual standardized testing requirements for students in grade 3 through 8 in place to monitor progress, it eliminates most of the burden of testing on teachers and students and it sets up a process to further reduce even more standardized testing in the future.

While assessments for elementary schools must be the same for all public school students statewide, States may also choose. They have flexibility to offer nationally recognized local assessments at the high school level as long as the assessments are reliable, valid, and comparable.

In other words, a local education agency could use the SATs or ACTs to evaluate high school students instead of being held solely to tests mandated by the Federal Government.

Now, this flexibility should, could, and will be extended to career- and technical-education-focused students whose trade-specific competency is appropriately measured by the NOCTI performance test.

This flexibility will benefit our students and strengthen our overall economy. High school students will have increased access to pathways leading to careers in high-skill, high-wage jobs in technological industries.

The connection between education and our students' future careers is also enhanced by a provision in this law

that encourages businesses to get involved with their local schools.

Schools will be able to apply for funds to provide apprenticeships that offer academic credit toward comprehensive career counseling.

Now, this was the result of bipartisan legislation I introduced with Congressman JIM LANGEVIN aimed at informing school counselors of local labor market conditions so that they can best guide the decisionmaking process of these students and their parents.

Not only does ESSA lift overly strict testing requirements, it also ends the Federal mandate on teacher assessments.

States will be able to enact their own evaluation system in accordance with stakeholders, including teachers, paraprofessionals, and their unions. The structure of their system will no longer be tied to Federal funding as it was in No Child Left Behind.

ESSA provides flexibility in the use of Federal funding, allowing teachers and district administrators to finance priorities set at the local level. This commonsense provision restores control to those on the front lines of educating our students and our children.

The ESSA also calls for the United States Department of Education to study how title I funds are allocated. Now, title I funds are used to offset the impact of poverty, one of the leading influences in the academic achievement of our children. I have long been concerned that the children are put at a disadvantage based upon the population of the school district rather than the concentration of poverty.

This study is the result of an amendment I introduced, which gained the support of the entire conference committee responsible for merging the House and Senate versions of the legislation.

Title I funds are vastly important to students who are low income, disadvantaged, or who have disabilities. I am hopeful this study will make a strong argument for a more equitable distribution of funds for the areas which need them most. Funding must be based on student need, not a school district's ZIP code.

The ESSA is 4-year reauthorization of the Elementary and Secondary Education Act. Feedback from those involved in educating our students is so essential to making the right changes to our education system, and I appreciate the feedback that came in this process as we succeeded in this reform.

Now, as these changes are put into practice, I want to hear from you. If a particular provision of the ESSA is having a great effect on your student or your school district, whether it is good or whether it is bad, Congress needs to know.

As the implementation of this new law begins, I will continue to travel across Pennsylvania's Fifth Congressional District, keeping our schools up to date on the change that was long overdue.

CLIMATE CHANGE—A TIPPING POINT

The SPEAKER pro tempore. The Chair recognizes the gentleman from Illinois (Mr. QUIGLEY) for 5 minutes.

Mr. QUIGLEY. Mr. Speaker, 2015 was a landmark year for global climate change, and that is not a good thing. According to the National Oceanic and Atmospheric Administration, 2015 was our planet's hottest year on record. Last year the global average land surface temperature was 1.33 Celsius above the 20th century average, and 10 of the last 12 months tied or broke existing records for highest monthly global temperatures.

Despite the fact that climate science and research consistently display the reality of climate change, some of my colleagues still debate its validity in this very Chamber.

What is there to debate? More than 12,000 peer-reviewed, scientific studies are in agreement that climate change is real and humans are significantly to blame. For those of you keeping track at home, there are zero peer-reviewed scientific studies that state the opposite.

One of the primary concerns of these scientific studies is that climate change might trigger events that will dramatically alter the Earth as we know it. Scientists have discovered a number of tipping points where abrupt changes in climate could create a variety of national and global effects. It is hard to predict when these events could occur; but we know that when they do, we will have very little warning.

Reaching these critical points could lead to abrupt changes in the ocean, snow cover, permafrost, and the Earth's biosphere. Alarming, many of these events are triggered by warming levels of less than 2 degrees.

We now know that, in the latter part of this century, we will find the planet's temperature pushing not 2 degrees, but 4, 5, even 6, degrees Celsius of warming.

While it may seem minor, each degree makes a significant difference. A 2-degree shift in temperatures could lead to an increased rise in sea level by 55 centimeters. Levels have already risen by about 20 centimeters over the course of the 20th century, increasing flooding along coastlines, impacting people and properties. A 3-degree increase could impact water availability and accelerate drought and extreme heat waves.

Each of these conditions would negatively impact the production of major crops, like wheat and rice, leading to global food security risks.

Anything above a 4-degree increase would cause even more drastic consequences, such as extreme ocean acidification, a decline in glaciers, a change in ocean currents, and a nearly ice-free Arctic in the summer.

While the majority of the detected shifts are distant from major population centers, the implications will be