

The SPEAKER pro tempore (Mr. RYAN of Wisconsin). The question is on the motion offered by the gentleman from Arizona (Mr. STUMP) that the House suspend the rules and concur in the Senate amendment to the bill, H.R. 1696.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the Senate amendment was concurred in.

A motion to reconsider was laid on the table.

PERMISSION TO OFFER AMENDMENT OUT OF ORDER DURING FURTHER CONSIDERATION OF H.R. 1, NO CHILD LEFT BEHIND ACT OF 2001

Mr. BOEHNER. Mr. Speaker, I ask unanimous consent that, during further consideration of the bill, H.R. 1, pursuant to House Resolution 143, amendment numbered 3 in House Report 107-69 may be offered out of the specified order and immediately following amendment numbered 5.

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

There was no objection.

NO CHILD LEFT BEHIND ACT OF 2001

The SPEAKER pro tempore. Pursuant to House Resolution 143 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the State of the Union for the further consideration of the bill, H.R. 1.

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IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the State of the Union for the further consideration of the bill (H.R. 1) to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind, with Mr. HASTINGS of Washington in the chair.

The Clerk read the title of the bill.

The CHAIRMAN. When the Committee of the Whole House rose on Thursday, May 17, 2001, 1 hour and 46 minutes remained in general debate.

The gentleman from Ohio (Mr. BOEHNER) has 55 minutes remaining and the gentleman from California (Mr. GEORGE MILLER) has 51 minutes remaining.

The Chair recognizes the gentleman from Ohio (Mr. BOEHNER).

Mr. BOEHNER. Mr. Chairman, I am happy to yield 3 minutes to the gentleman from Georgia (Mr. Isakson).

Mr. ISAKSON. Mr. Chairman, I thank the gentleman from Ohio for yielding me this time. I am delighted to rise today in support of the number one campaign issue of President George Bush, the number one focus of the House Committee on Education and the Workforce, and a bill to which any number of Members of this House have contributed tremendous time and ef-

fort in the interest of improving the education of all America's children, but in particular our most disadvantaged.

I want to particularly thank the gentleman from Ohio (Chairman BOEHNER) for his tireless work over the last 4 months and the gentleman from California (Mr. GEORGE MILLER), ranking member for his tireless effort as well.

The results of the working group and the House Committee on Education and the Workforce is a bipartisan bill that ensures this country has accountability in the expenditure of title I funds, I might add for the first time.

It ensures more flexibility than has ever been allowed with Federal funds to every single one of the 6,000 public school systems in the United States of America.

Most importantly of all, it informs parents and children on an individual basis of their progress, how their schools are doing, and it provides work and money to allow schools that are failing to come up in their performance and ultimately to meet the success that schools that are succeeding are in fact doing.

I want to particularly address myself to the accountability portion this morning, which in later amendments will receive a good certain amount of debate.

Since the inception of title I, there has not been a mechanism for accountability of the progress of America's most disadvantaged students. For the benefit of this Chamber, it is important to understand that title I students are America's poorest students, those on free and reduced lunch, those who most likely have come from an environment that is less than conducive to learning, and those, that after they enter the public school system, more often than other students, that will find themselves dropping out before they ever get a high school diploma.

The important part of the President's initiative is as follows: First we will have an early reading first program that ensures that children will learn to read and comprehend to the third grade level by the time they reach that level. Second, it ensures that, in reading and in arithmetic, children will be tested annually by the local system and by the State on a test approved by the State to ensure that they are progressing at normal levels.

In addition, there is a \$675 million increase to a total of \$975 million to ensure that reading instruction is the very first and most important and paramount instruction that every child gets.

There are options in this bill, options for the children for the first time and their parents. If a title I child attends a public school that is ranked as failing, then where consistent with State law, that child will have the opportunity to transfer to a public school that is succeeding. For the first time, title I funds will be used to allow transportation of that student to ensure

their biggest problem, which is mobility, is overcome; and they can attend the school that is public that is best performing to meet their needs.

In addition, this program focuses on flexibility. Historically, for years, flexibility has been something local systems have not had. As this debate goes on, we will learn local systems will now have up to 50 percent of their own flexibility, flexibility at their own volition.

The CHAIRMAN. Without objection, the gentleman from Michigan (Mr. KILDEE) will control the time on the Democrat side.

There was no objection.

Mr. KILDEE. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, today's consideration of H.R. 1 marks the end of many busy and work-filled nights and weekends over the past 4 months. I strongly believe that this bill enacts meaningful bipartisan education reform by striking the right balance. Clearly from the final resolution of issues in the reported bill, we all gave some, and some probably feel they gave too much. But the result is a bipartisan bill.

Several provisions in the bill are especially worthy of mention. With regard to title I, I am pleased that the amendment protects and preserves many of the core advances that the last reauthorization of ESEA in 1994 instituted, and maintains our existing requirements to develop and implement challenging standards and aligned assessments.

Preserved are title I's targeting of resources to high-poverty school districts and schools. Also maintained are vital national priorities such as the 21st Century Community Learning Centers and the Civic and International Education Programs which are key priorities of mine.

Most importantly, I believe the strong accountability requirements we have added to ESEA greatly improve the bill. These include a requirement to ensure that all children reach a proficient level of performance. Increased teacher quality requirements and a focus on turning around failing schools through the investment of additional help and resources are indeed critical.

In a time when we are in an increasingly competitive world, we can no longer tolerate low-performing schools that place the education of our children at risk. Very simply, this means providing additional resources and intervention to help students in those low-performing schools reach high standards. If schools are still failing after substantive intervention, then consequences must indeed exist.

Fortunately, this bill does not include divisive issues that would distract us from our efforts to gain a bipartisan consensus. H.R. 1, as introduced, did contain many of these provisions including private school vouchers, Straight A's, and cessation of educational services. The inclusion of these provisions could undo the careful