with a national sales tax that rewards hard work and allows these young people to make their dreams come true.

Mr. Speaker, I thank Tori for writing me. I believe we are on the way to giving her a more secure future.

APPOINTMENT AS MEMBER TO COMMISSION ON CIVIL RIGHTS

The SPEAKER pro tempore (Mr. SHIMKUS). Without objection, and pursuant to section 2(b) of Public Law 98–183, and upon the recommendation of the minority leader, the Chair announces the Speaker's appointment of the following member to the Commission on Civil Rights on the part of the House, effective May 4, 1999, to fill the existing vacancy thereon:

Mr. Christopher F. Edley, Jr., Cambridge, Massachusetts.

There was no objection.

REAPPOINTMENT AS MEMBERS TO NATIONAL SKILL STANDARDS BOARD

The SPEAKER pro tempore. Without objection, and pursuant to section 503(b)(3) of the National Skill Standards Act of 1994, (20 U.S.C. 5933) and upon the recommendation of the minority leader, the Chair announces the Speaker's reappointment of the following members to the National Skill Standards Board on the part of the House for a 4-year term:

Ms. Carolyn Warner, Phoenix, Arizona; and

Mr. George Bliss, Washington, D.C.

There was no objection.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to the provisions of clause 8 of rule XX, the Chair announces that he will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote is objected to under clause 6 of rule XX.

If a recorded vote is ordered on House Concurrent Resolution 84, relating to the Disabilities Education Act; House Concurrent Resolution 88, relating to the Pell Grant Program; or House Resolution 157, relating to teacher appreciation, those votes will be taken after debate has concluded on those motions.

If a recorded vote is ordered on any remaining motion, those votes will be postponed until tomorrow.

URGING CONGRESS AND PRESIDENT TO FULLY FUND INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Mr. GOODLING. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 84) urging the Congress and the President to fully fund the Federal Government's obligation under the Individuals With Disabilities Education Act, as amended.

The Clerk read as follows:

H. CON. RES 84

Whereas all children deserve a quality education, including children with disabilities;

Whereas Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania, 334 F. Supp. 1247 (E. Dist. Pa. 1971), and Mills v. Board of Education of the District of Columbia, 348 F. Supp. 866 (Dist. D. C. 1972), found that children with disabilities are guaranteed an equal opportunity to an education under the 14th amendment to the Constitution;

Whereas the Congress responded to these court decisions by passing the Education for All Handicapped Children Act of 1975 (enacted as Public Law 94–142), now known as the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), to ensure a free, appropriate public education for children with disabilities;

Whereas the Individuals with Disabilities Education Act provides that the Federal, State, and local governments are to share in the expense of educating children with disabilities and commits the Federal Government to pay up to 40 percent of the national average per pupil expenditure for children with disabilities;

Whereas the Federal Government has provided only 9, 11, and 12 percent of the maximum State grant allocation for educating children with disabilities under the Individuals with Disabilities Education Act in the last 3 years, respectively;

Whereas the national average cost of educating a special education student ($13,323) is more than twice the national average per pupil cost ($6,140);

Whereas research indicates that children who are effectively taught, including effective instruction aimed at acquiring literacy skills, and who receive positive early interventions demonstrate academic progress, and are significantly less likely to be referred to special education;

Whereas the high cost of educating children with disabilities and the Federal Government's failure to fully meet its obligation under the Individuals with Disabilities Education Act stretches limited State and local education funds, creating difficulty in providing a quality education to all students, including children with disabilities;

Whereas, if the appropriation for part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) exceeds $4,924,672,200 for a fiscal year, the State funding formula will shift from one based solely on the number of children with disabilities in the State to one based on 85 percent of the children ages 3 to 21 living in the State and 15 percent based on children living in poverty in the State, enabling States to undertake good practices for addressing the learning needs of more children in the regular education classroom and reduce over identification of children who may not need to be referred to special education;

Whereas the Individuals with Disabilities Education Act has been successful in achieving significant increases in the number of children with disabilities who receive a free, appropriate public education;

Whereas the current level of Federal funding to States and localities under the Individuals with Disabilities Education Act is contrary to the goal of ensuring that children with disabilities receive a quality education; and

Whereas the Federal Government has failed to appropriate 40 percent of the national average per pupil expenditure per child with a disability as required under the Individuals with Disabilities Education Act to assist States and localities to educate children with disabilities: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That—

(1) the Congress and the President—

(A) should, working within the constraints of the balanced budget agreement, give programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) the highest priority among Federal elementary and secondary education programs by meeting the commitment to fund the maximum State grant allocation for educating children with disabilities under such Act prior to authorizing or appropriating funds for any new education initiative; and

(B) should meet the commitment described in subparagraph (A) while retaining the commitment to fund existing Federal education programs that increase student achievement; and

(2) if a local educational agency chooses to utilize the authority under section 613(a)(2)(C)(i) of the Individuals with Disabilities Education Act to treat as local funds up to 20 percent of the amount of funds the agency receives under part B of such Act that exceeds the amount it received under that part for the previous fiscal year, then the agency should use those local funds to provide additional funding for any Federal, State, or local education program.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Pennsylvania (Mr. GOODLING) and the gentleman from Michigan (Mr. KILDEE) each will control 20 minutes.

The Chair recognizes the gentleman from Pennsylvania (Mr. GOODLING).

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

(Mr. GOODLING asked and was given permission to revise and extend his remarks.)

Mr. GOODLING. Mr. Speaker, this is an old topic for me, 25 years, speaking on the same subject, trying to encourage the Congress to put their money where their mouth was 24 years ago, when school districts were promised that if they participated in the Federal Individuals With Disabilities Education Act they would receive 40 percent of the excess cost in order to fund special education programs to educate a child with a disability, which may be two, three, five, ten, twenty times greater than to educate a non-disabled student.

Obviously, that was not done. We got up to 6 percent. In the last 3 years, fortunately, we have been able to get huge increases, which gets us all the way up to 12 percent. And, hopefully, by the end of this year, it will be 15 percent, and we still have a long way to go.

What does it mean when we do not fund what we promised? It means that the local school districts must raise millions of dollars in order to fund a mandate that came from the Federal level, a mandate if they decided to participate.

I realize that no matter how much money we put up, we can never fully fund even our 40 percent unless we deal with the number of people who are placed in special education programs, many of which only have a reading problem and, therefore, really should not be there.