

achievement between student subgroups, such as between economically disadvantaged students and their peers;

(2) Children have access to the resources they need to meet these goals, especially high-quality instruction. The single most important factor in student achievement is a qualified teacher. Teachers need better training and stronger support, particularly in the early years of their careers. Aides have a role to play, but they must support, not replace, the classroom teacher;

(3) Schools and teachers that show results should be financially rewarded for their success in improving student achievement. Particular attention must be paid to high-poverty schools in which students are showing academic gains; and,

(4) Parents should be given better and clearer information about how their child is doing in school. And parents and other taxpayers deserve public report cards on the quality of their neighborhood schools and how they rank with others in their state.

By taking these steps, my bill will recommit federal education programs to their core goal—ensuring that all students have the opportunity to achieve, regardless of racial, ethnic, or economic background.

Here is how the bill would work specifically:

#### I. REPORT CARDS—INFORMATION TO PARENTS AND THE PUBLIC

**Individual Report Cards:** The bill requires Title I schools to issue report cards to all parents of Title I kids on the academic progress of their individual children, as well as their school, the school district, and the state overall. The report cards would be tied to the standards and the assessments used to evaluate the Title I program, and as such would complement report card grades on classwork.

**Statewide Report Cards:** The bill also requires public dissemination of information on the performance of all Title I schools and districts. The reports must emphasize disaggregation of data (e.g., by race, by economic status) to ensure better scrutiny on the progress of all at-risk groups.

#### II. TEACHER QUALITY

**Parent Right-to-Know:** The bill requires school to provide information to parents of all Title I kids with regard to the qualifications of their child's teacher(s). It would require active notification in those cases in which teachers are not fully qualified (including emergency-certified).

**Qualifications of Title I Instructional Staff:** The bill requires all Title I instructors to be qualified teachers (pass subject area tests or have an academic major and at least a B average in the subjects in which they are teaching). It would allow programs two years to ensure all Title I instructors are qualified.

The bill would allow schools to use funds under the Elementary and Secondary Education Act to create financial incentives to lure qualified teachers to teach in high-poverty schools and provide training to "emergency certified" teachers and teacher aides who are good candidates for full certification.

#### III. STRENGTHEN ACCOUNTABILITY

The bill would establish a more stringent definition of what constitutes "adequate yearly progress" for Title I programs. It would take into account the progress of each program in raising the performance of all students and set as a goal the closing of the gap between mi-

norities and non-minorities and between more and less affluent students. It would require the federal Department of Education to re-review state plans under these new criteria and to solicit revisions from states whose systems do not conform.

#### IV. REWARDS FOR SUCCESSFUL SCHOOLS

The bill would require states to set aside funds to financially reward schools and teachers whose students make significant academic progress. High-poverty Title I schools, and the teachers within them, that make significant progress would get special consideration.

Over the coming weeks, I also plan to explore additional options to complement this legislation, particularly for providing financial incentives to teachers who choose to serve in high-need schools.

It is time for Congress to stop sitting on the sidelines watching schools and students underachieve. We have an obligation to students, their parents and their teachers to do better.

I look forward to working with my colleagues on this important legislation.

### INTRODUCTION OF THE PAUL E. TSONGAS FELLOWSHIP ACT

#### HON. MARTIN T. MEEHAN

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 6, 1999*

Mr. MEEHAN. Mr. Speaker, I ask unanimous consent to insert the following in the RECORD.

Today, I have the privilege of reintroducing legislation that honors the legacy of Paul E. Tsongas, one of the outstanding leaders of our time from Massachusetts. I must commend a good friend of mine and former colleague, Joe P. Kennedy II, for sponsoring this legislation in the 105th Congress. In the 106th Congress, I commit myself to ensuring the passage of the Paul E. Tsongas Fellowship Act to serve as a lasting memorial to this great man.

Always a visionary, Paul Tsongas dedicated himself to strengthening our nation's economy through technological innovation and protecting the environment for future generations. As the inheritor of Tsongas' seat in the House of Representatives, I can think of no more fitting tribute to his legacy than to establish in his name doctoral fellowships for the study of the global energy and environmental challenges of the 21st century.

Many in Congress remember Paul Tsongas as an often solitary voice of caution, warning about saddling our children and our children's children with a mountain of debt. But his vision did not begin and end with budget deficits.

In announcing his candidacy for the Presidency in 1992, he outlined a much broader conception of intergenerational responsibility, saying "Just as we reach back to our ancestors for our fundamental values, so we, as guardians of that legacy, must reach ahead to our children and their children \* \* \* That sense of sacredness, must begin with a reverence for this earth. This land, this water, this air, this planet—this is our legacy to our young."

Paul spent much of his career in public service making this vision of resource conservation a reality. He not only restored a run-down neighborhood park in our hometown of

Lowell, Massachusetts, but he also established the first urban park in our city. He also led efforts to preserve the historic lands and water of Walden Woods and helped to create the Cape Cod Commission, which is dedicated to protecting our open space.

Paul's concern for the environment did not end in Massachusetts, however. He was a national leader in securing the enactment of the Alaska Lands Act of 1980, a law that essentially doubled the size of our National Park and Wildlife Refuge Systems.

Tsongas understood the value of investing in human resources, as well. He often articulated the need to foster scientific achievement and innovation, which he saw as critical to keeping our nation's economy strong.

Our nation needs a pool of scientists and engineers with the intellect of Einstein and the public spirit and vision of Paul Tsongas to surmount the environmental and energy challenges posed by the 21st century.

Towards that end, the Paul E. Tsongas Fellowship Act would allow aspiring physicists, chemists, mathematicians, and computer scientists to enhance their skills through graduate education so they may become the pioneers of tomorrow. Furthermore, I am convinced that the fellowships in Tsongas' name will elicit a strong sense of intergenerational responsibility among the recipients.

Mr. Speaker, Paul Tsongas serves as a great inspiration to individuals who will dedicate their lives to advancing technology and environmental protection. A wise investment in our country's future, the Paul E. Tsongas Fellowship Act honors the memory of one of the finest persons ever to serve this institution.

### RECOGNIZING THE FIRST WEEK IN MAY AS NATIONAL ARSON AWARENESS WEEK

#### HON. MICHAEL N. CASTLE

OF DELAWARE

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 6, 1999*

Mr. CASTLE. Mr. Speaker, I rise today in recognition of Arson Awareness Week and to encourage all Americans to join in the crusade against arson. Each year hundreds of lives are lost and billions of dollars of property are damaged by arsonists. In 1997 alone, arsonists killed an estimated 500 Americans and inflicted direct property damage totaling more than two billion dollars. One of every four fires—some 500,000 that occur in the United States each year—result from arson. Arson is the second leading cause of death by fire in the United States, topped only by smoking. Unfortunately, the pain and horror of most arson occurrences are felt in residential communities. Each year, more than 90 percent of all civilian deaths and suspicious structural fires typically occur in homes. Unfortunately, Mr. Speaker, an especially sobering fact of arson-related incidents is that firefighters lost their lives fighting these intentionally-set fires.

There are steps each of us can take to prevent arson. First, owners of facant buildings should secure them to prevent vandals from setting fires for excitement. Second, parents of young children who exhibit a propensity to play with fire can call their local fire departments for a referral to a trained juvenile fire starter intervention program that will assist the