

California, around the principles of promoting independence, dignity and purpose for older Americans and encouraging current and future generations “To Serve, not to be served”;

Whereas AARP’s vision is “A society in which everyone ages with dignity and purpose and in which AARP helps people fulfill their goals and dreams”;

Whereas AARP’s mission is dedicated to enhancing the quality of life for all as we age, leading positive social change and delivering value to members through information, advocacy, and service;

Whereas AARP’s nonpartisan advocacy activities help millions of individuals participate in the Nation’s legislative, judicial, and administrative processes;

Whereas AARP is a trusted source of reliable information on health, financial security, and other important issues of the 50+ population;

Whereas AARP provides an opportunity for volunteerism and service for its millions of members to better their families, communities, and the Nation;

Whereas AARP Services is a leader in the marketplace by being a force influencing companies to offer new and better services for AARP’s members;

Whereas AARP Foundation, its philanthropic arm, delivers information, education, and direct service program to the most vulnerable age 50+ Americans;

Whereas AARP Foundation’s Tax Aide, the Nation’s largest, free, volunteer-run tax preparation program has helped over 40 million low- and middle-income taxpayers;

Whereas AARP Foundation’s job placement program has helped over 400,000 low-income older Americans find jobs, giving them purpose and dignity;

Whereas AARP’s Driver Safety Program has helped over 10 million old drivers sharpen their driving skills; and

Whereas, in 2008, its 50th anniversary, AARP renews its commitment to improving the quality of life for all older Americans and helping people of all generations fulfill their goals and dreams: Now, therefore, be it

*Resolved*, That the House of Representatives recognizes and commends AARP for 50 years of outstanding service, promoting the lives and retirement security of older persons age 50 and older, and to future generations for aging Americans.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Mrs. DAVIS) and the gentleman from Louisiana (Mr. BOUSTANY) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

#### GENERAL LEAVE

Mrs. DAVIS of California. Mr. Speaker, I request 5 legislative days during which Members may revise and extend their remarks and insert extraneous material on House Resolution 1464 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from California?

There was no objection.

Mrs. DAVIS of California. I yield myself such time as I may consume.

Mr. Speaker, it is with great honor and privilege that I rise in support of House Resolution 1464 in commemoration and recognition of the AARP’s 50th anniversary.

In what started as a campaign to obtain affordable health care for retired teachers, AARP founder, Ethel Percy

Andrus, began a movement dedicated to serving and advocating for its nearly 40 million members and all Americans over the age of 50. For the past 50 years, the AARP has advocated tirelessly to address the needs of the elderly, contributing immensely to the greater well-being of some of our most vulnerable citizens.

During this time, the AARP has also provided trusted research and information that continues to shape public policy. This national organization exemplifies the ideals of service and advocacy, and has been a tremendous force in enhancing opportunities for older Americans in their search for quality health care, pension and retirement security, financial and overall well-being.

In addition, I would also like to thank and congratulate AARP’s CEO, Bill Novelli and the countless volunteers and staff for their leadership and commitment to furthering the organization’s mission of a healthy and secure elderly population in the United States. I would like to extend my congratulations and appreciation to the AARP for their exceptional dedication and service, and I wish this organization continued success in years to come.

I urge the adoption of this resolution, and reserve the balance of my time.

Mr. BOUSTANY. Mr. Speaker, I join my colleague from California in support of House Resolution 1464, recognizing and honoring the 50th anniversary of the founding of the AARP. While I urge my colleagues to support this resolution, I must also remind all of my colleagues that we, in Congress, must do our part to serve our constituents over the age of 50 by approving an all-of-the-above comprehensive energy package that will put our Nation on the path to energy independence, a real energy policy, and not one that just pays lip service to parts and parcel of energy policy, one that really looks at solving our energy problems going forward.

With that, I would say that I urge my colleagues to support this resolution, and I urge my Democratic colleagues to work with us across the aisle and to serve those constituents that the AARP serves in approving essential energy policy as well.

I reserve the balance of my time.

Mrs. DAVIS of California. Mr. Speaker, I reserve the balance of my time.

Mr. BOUSTANY. I yield back.

Mr. GEORGE MILLER of California. Mr. Speaker, it is with great honor and privilege that I rise in support of H. Res. 1464, in commemoration and recognition of the AARP’s 50th anniversary of providing outstanding service and advocacy on the behalf of America’s aging citizens.

In what started as a campaign to attain affordable healthcare for retired teachers, AARP founder Ethel Percy Andrus began a movement that has become a committed organization championing the needs of nearly 40 million members and all Americans over the age of 50.

The AARP has enjoyed 50 years of non-partisan advocacy for consumer rights, has provided trusted research and information that continues to shape public policy, and has addressed consumer needs of the elderly, contributing immensely to the greater necessities of some of our most vulnerable citizens.

This national organization exemplifies the ideals of service and outreach, and has been a tremendous force in enhancing opportunities for older Americans in their search for quality healthcare, pension and retirement security, financial and overall well-being.

I would like to extend my congratulations and appreciation to the AARP for their exceptional dedication and service, and I wish this organization continued success in the great work that they do for years to come.

I would also like to thank and congratulate AARP’s CEO, Bill Novelli, and the countless volunteers and staff, for their leadership and commitment to furthering the organization’s mission of a healthy and secure elderly population in the United States.

Mrs. DAVIS of California. Mr. Speaker, I urge adoption of this resolution, and yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Mrs. DAVIS) that the House suspend the rules and agree to the resolution, H. Res. 1464.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

□ 1500

#### ELEMENTARY AND SECONDARY EDUCATION HURRICANE RECOVERY RELIEF

Mrs. DAVIS of California. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 6890) to extend the waiver authority for the Secretary of Education under section 105 of subtitle A of title IV of division B of Public Law 109-148, relating to elementary and secondary education hurricane recovery relief, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 6890

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. EXTENSION OF WAIVER AUTHORITY TO EASE FISCAL BURDENS.

Section 105 of subtitle A of title IV of division B of Public Law 109-148 (119 Stat. 2797) is amended—

- (1) in the second sentence of subsection (b), by striking “2008” and inserting “2009”; and
- (2) in subsection (c)(2), by striking “for fiscal year 2006 or 2007” and inserting “for any fiscal year”.

#### SEC. 2. HOLD HARMLESS FOR LOCAL EDUCATIONAL AGENCIES SERVING MAJOR DISASTER AREAS.

In the case of a local educational agency that serves an area in which the President has declared that a major disaster exists in accordance with section 401 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5170), related to severe storms, tornadoes, or flooding in the

Midwest or hurricanes in the Gulf of Mexico in calendar year 2008, the amount made available for such local educational agency under each of sections 1124, 1124A, 1125, and 1125A of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6333, 6334, 6335, and 6337) for fiscal year 2009 shall be not less than the amount made available for such local educational agency under each of such sections for fiscal year 2008.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Mrs. DAVIS) and the gentleman from Louisiana (Mr. BOUSTANY) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Mrs. DAVIS of California. Mr. Speaker, I request 5 legislative days during which Members may revise and extend their remarks and insert extraneous material into the RECORD on H.R. 6890.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from California?

There was no objection.

Mrs. DAVIS of California. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of H.R. 6890 which will aid schools affected by Hurricanes Gustav, Ike, Katrina, and Rita in addition to those impacted by this summer's flooding in the Midwest.

This August marked the third year since Hurricanes Katrina and Rita struck the gulf coast. People lost their homes, their livelihoods, and their family members. Entire towns were leveled and cities emptied. While in the past 3 years, the affected States have made great strides towards normalcy, many school districts, many school districts still struggle to deal with the loss of students, teachers, facilities, and funding.

And only a few weeks ago, Hurricanes Gustav and Ike hit the still-recovering region causing an incredible amount of damage to its communities, the extent of which has yet to be fully realized. Many students are not yet back in their homes. Many schools were destroyed by the storms or by flooding. Many teachers have not yet returned, and much of the affected States' resources have gone to addressing other recovery needs.

It is not surprising that as a result of storms like these, school budgets are stretched thin and students' education suffers.

As part of the Hurricane Education Recovery Act of 2005, Congress granted the Secretary of Education the authority to waive several requirements in order to ease fiscal burdens on the States where a major disaster had been declared. These provisions have proved useful to all States affected by Hurricanes Katrina and Rita with Alabama, Louisiana, Mississippi, and Texas all applying for and receiving waivers.

This bill extends the waivers allowing Restart programs to be more flexible with their fiscal resources. It will allow schools in the affected regions to continue on their road to recovery by

devoting funds to their most pressing needs so that they can better serve students who have been through so much in the past few years.

This bill also guarantees that schools affected by the most recent storms and flooding will maintain the same level of funding under Federal grant programs in the 2009 and 2010 school year as they received for the current school year. By allowing school districts to maintain their previous level of funding for the next year, this provision allows them to rebuild and prepare for the return of their students without having to deal with the additional challenge of reduced resources.

It reassures families that when they do return to their homes, their children's education will not suffer. By bringing students and families back to the region, it's an important step in helping those devastated areas recover and become vibrant communities once more.

Mr. Speaker, once again, I urge the adoption of H.R. 6890.

I reserve the balance of my time.

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

I rise today in support of H.R. 6890 which would extend the authority of the Secretary of Education to waive certain requirements for those States impacted by Hurricanes Katrina and Rita. The legislation would also ensure that those school districts that experienced widespread damage by the severe storms, tornadoes, or flooding in the Midwest or hurricanes in the gulf coast receive the same amount of funding under the title I program as they did last year.

I want to thank my fellow members of the Louisiana delegation for working with me in introducing this bill and their ongoing work alongside with me to assist those impacted by the devastating natural disasters that have hit the gulf coast as well as the Midwest.

Mr. Speaker, the events over the past month when Hurricane Ike hit the Texas and Louisiana coast and Hurricane Gustav hit the Louisiana coast remind us of the damaging impact that natural disasters have on our Nation's residents and their local communities. As thousands of residents return to their homes and towns, they'll need help in rebuilding their houses and their livelihoods. Local elementary and secondary schools—both public and private—will need help in replacing textbooks and other instructional materials so that students can get back to learning and a little bit of normalcy.

Just over 3 years ago, our Nation experienced one of the worst disasters in our history when Hurricanes Katrina and Rita devastated Louisiana and the Mississippi gulf coast. More than 1,100 public and private schools were forced to close, and approximately 158,000 students were displaced as a direct result of the hurricanes. The loss of business and government infrastructure, jobs, and housing deprived school districts of

local property taxes that normally fund school operations.

In the Midwest, we know that the massive flooding experienced over the summer in Iowa and recently in Illinois has devastated local communities and schools. Louisiana and Texas are still assessing the damage done as a result of Hurricanes Gustav and Ike, but the initial assessments paint a grim picture.

In the aftermath of these natural disasters, Congress should assist those public and private elementary, middle, and high schools that are struggling to re-open and re-enroll students for families returning to these devastated areas.

In 2006, we provided funds to States and public and private schools in the gulf region impacted by Hurricanes Katrina and Rita to replace instructional materials, recover student and personnel data systems, and other important services to get schools back up and running. We also guaranteed that those school districts in the gulf coast receive the same amount of funding under the title I program for fiscal year 2006 as they received for fiscal year 2005.

We provided the Secretary of Education with limited authority to waive certain financial requirements to ensure that those states that were heavily impacted by the destruction could use several funds to meet their financial commitments. These waivers have proven critical to the recovery of schools in several impacted areas and enabled them to access much-needed reconstruction funds.

The bill we have before us today, H.R. 6890, would extend this temporary authority for another fiscal year through September 30, 2009.

As we continue to assess the damage in the Midwest and along the gulf coast, similar to the assistance provided back in 2006, H.R. 6890 also guarantees that those school districts in the Midwest impacted by flooding and the gulf coast impacted by Hurricanes Gustav and Ike receive the same amount of funding under the title I program for this upcoming school year as they received for the last school year.

I urge my colleagues to support H.R. 6890. I'm thankful to the committee and to the gentlelady from California for bringing this resolution to the floor.

I reserve the balance of my time.

Mrs. DAVIS of California. Mr. Speaker, I thank my colleague, and I continue to reserve the balance of my time.

Mr. BOUSTANY. Mr. Speaker, I yield back the balance of my time.

Mrs. DAVIS of California. Mr. Speaker, I urge the adoption of H.R. 6890, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. CLAY). The question is on the motion offered by the gentlewoman from California (Mrs. DAVIS) that the House suspend the rules and pass the bill, H.R. 6890, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

The title was amended so as to read: "A bill to extend the waiver authority for the Secretary of Education under section 105 of subtitle A of title IV of division B of Public Law 109-148, relating to elementary and secondary education hurricane recovery relief, and for other purposes."

A motion to reconsider was laid on the table.

#### SUPPORTING THE GOALS OF THE NATIONAL LEARN AND SERVE CHALLENGE

Mrs. DAVIS of California. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1463) recognizing the benefits of service-learning as a teaching strategy to effectively engage youth in the community and classroom, and supporting the goals of the National Learn and Serve Challenge, as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

#### H. RES. 1463

Whereas service-learning is a teaching method that enhances academic learning by integrating classroom content with relevant activities aimed at addressing identified community or school needs;

Whereas service-learning has been used both in school and community-based settings as a teaching strategy to enhance learning by building on youth experiences, granting youth a voice in learning, and making instructional goals and objectives more relevant to youth;

Whereas service-learning has been identified as an effective tool in addressing the Nation's dropout epidemic by making education more hands-on and relevant, especially to disadvantaged youth;

Whereas service-learning provides great benefits to disadvantaged and at-risk youth by building self-confidence, which often translates into overall academic and personal success;

Whereas service-learning provides not only meaningful experiences, but a greater quantity and quality of interactions between youth and potential mentors in the community;

Whereas service-learning simultaneously empowers youth as both engaged learners and actively engaged citizens and contributors to the community;

Whereas youth engaged in service-learning provide critical service to the community by addressing a variety of needs in American towns, cities, and States, including needs such as tutoring for young children, elderly care, community nutrition, disaster relief, environmental stewardship, financial education, public safety, and a host of other needs;

Whereas far reaching and diverse research shows that service-learning enhances the academic, career, cognitive, and civic development of kindergarten through 12th-grade students, and of higher education students;

Whereas service-learning strengthens and increases the number of partnerships among institutions of higher education, local schools, and communities, which strengthen communities and improve academic learning;

Whereas service-learning programs unleash a multitude of skilled and enthusiastic college students to serve in the communities surrounding their colleges;

Whereas service-learning programs engage students in community-based research and are strengthening the ability of America's nonprofit organizations to meet community needs;

Whereas Learn and Serve America, the only federally funded program dedicated to service-learning, annually engages over 1,500,000 youth in service-learning;

Whereas Learn and Serve America engages these youth by leveraging public-private investment that leads to a highly cost-effective \$25 per participant amount;

Whereas the National Learn and Serve Challenge is an annual event that takes place from October 6 through October 12 that spotlights the value of service-learning to youth as well as to schools, college campuses, and communities; and

Whereas the National Learn and Serve Challenge encourages others to launch service-learning activities, and increases the recognition of Learn and Serve America: Now, therefore, be it

*Resolved*, That the House of Representatives—

(1) recognizes the benefits of service-learning in enriching and enhancing academic outcomes for youth, engaging youth in positive experiences in the community, and making more constructive choices regarding their lives;

(2) encourages schools, school districts, college campuses, community-based organizations, non-profits, and faith-based organizations to work towards providing youth with more service-learning opportunities; and

(3) expresses support for the goals of the National Learn and Serve Challenge.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Mrs. DAVIS) and the gentleman from Louisiana (Mr. BOUSTANY) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

#### GENERAL LEAVE

Mrs. DAVIS of California. Mr. Speaker, I request 5 legislative days during which Members may revise and extend their remarks and insert extraneous material on House Resolution 1463 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from California?

There was no objection.

Mrs. DAVIS of California. I yield myself as much time as I may consume.

Mr. Speaker, I rise today to recognize the benefits of service learning as a teaching strategy and to support the goals of the National Learn and Serve Challenge.

Service learning is an educational model that can be used from kindergarten to the university level across all subjects and disciplines. More than just community service, service learning challenges students to apply their classroom lessons by asking them to investigate a problem in their community, plan solutions, take action through service, and then reflect on their experience.

By integrating classroom learning with real-world challenges in the com-

munity, service learning can make school assignments come alive for our students. At the same time, we are also encouraging our young people to help improve our local neighborhoods. Studies have shown a connection between service learning and higher academic achievement, enhanced classroom engagement, increased attendance, better problem solving skills, and a deeper understanding of cognitive complexities.

Research also suggests that students involved in service-learning opportunities build self-confidence, leadership skills, and increase their tolerance of others. This all makes service learning a successful strategy in reducing negative behaviors such as those that lead to dropping out, arrest, or unintended pregnancies.

In addition, service learning promotes involvement in our democracy, development of strong ethics, and a sense of social responsibilities. For example, studies have shown that high school students that participated in service learning are more likely to vote 15 years after their experience than those that did not participate.

And finally, students who are exposed to service learning build important social and personal skills. Service learning is an onramp to civic engagement for a lifetime.

In order to call attention to the many benefits of service learning, the National Learn and Serve Challenge will take place October 6-12. This week-long nationwide celebration of service will raise awareness of service learning and foster collaborative partnerships between local schools, institutions of higher education, and their surrounding communities. The organization has set an ambitious goal of having 5 million college students and 50 percent of K-12 schools engaged in meaningful service by 2010.

Mr. Speaker, once again, I express my support for the National Learn and Serve Challenge, and I encourage more schools to take advantage of the many benefits service learning can have on our students and our communities.

I urge the adoption of this resolution. I reserve the balance of my time.

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

I rise today in support of House Resolution 1463 which recognizes the benefits of service learning as a teaching strategy to effectively engage youth in the community and classroom, and it supports the goals of the National Learn and Serve Challenge.

Young Americans, from kindergartners to college students, have the desire, power, and ability to make a real difference in their communities. Service learning offers a unique opportunity for them to get involved in a concrete way by integrating community service projects with classroom learning. It enriches the learning experience, teaches civic responsibility, and strengthens communities.

Research has shown that service-learning programs can have positive