

into law expeditiously. I urge my colleagues to support it.

Mr. CONYERS. Mr. Speaker, I rise in support of this legislation, introduced by Mr. RUSH, which addresses a pressing need for nurses at low income, inter-city hospitals.

When similar legislation was proposed last Congress, I expressed my concerns that it did not include adequate safeguards to protect American workers. Fortunately, the legislation was amended to specify that the relief was only temporary and to allow us to move firmly in the direction of developing a more permanent solution to this problem that will utilize nurses from the American work force instead of continuing to rely on foreign labor. I supported the revised bill which passed the committee and the House last year, before we ran out of time in the Senate.

The legislation being considered today is nearly identical to the legislation the House approved last Congress. It would allow up to 500 fully qualified foreign nurses to enter the United States each year to work for three-year periods at hospitals that have not been able to hire enough nurses from the American work force. Since we are facing a temporary shortage of workers, the legislation sunsets in four years.

The bill also provides for a determination to be made on whether the hospitals are taking reasonable steps to recruit and retain nurses from the American work force. In addition, the Department of Labor and the Department of Health and Human Services would be required to conduct a study to establish ways for these hospitals to meet their staffing needs with nurses from the American work force instead of continuing to rely on foreign labor.

Finally, the legislation also includes a provision creating an abbreviated certification process for foreign nurses who meet specified qualification standards. This change is needed to eliminate unnecessary and inappropriate steps in the certification process for ensuring the qualifications of these nurses to work in the United States.

Mr. ROGAN. Mr. Speaker, I thank my colleagues for their comments.

Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. PEASE). The question is on the motion offered by the gentleman from California (Mr. ROGAN) that the House suspend the rules and pass the bill, H.R. 441.

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

A motion to reconsider was laid on the table.

COMMUNICATION FROM THE
CLERK OF THE HOUSE

The Speaker pro tempore laid before the House the following communication from the Clerk of the House of Representatives:

OFFICE OF THE CLERK,
U.S. HOUSE OF REPRESENTATIVES,
Washington, DC, May 21, 1999.

Hon. J. DENNIS HASTERT,
Speaker, House of Representatives,
Washington, DC.

DEAR MR. SPEAKER: Pursuant to the permission granted in Clause 2(h) of Rule II of the Rules of the U.S. House of Representatives, I have the honor to transmit a sealed envelope received from the White House on May 21, 1999 at 5:30 p.m. and said to contain a message from the President whereby he submits draft legislation entitled, "Educational Excellence for All Children Act of 1999."

With best wishes, I am
Sincerely,

JEFF TRANDAH.

EDUCATIONAL EXCELLENCE FOR
ALL CHILDREN ACT OF 1999—
MESSAGE FROM THE PRESIDENT
OF THE UNITED STATES (H. DOC.
NO. 106-68)

The SPEAKER pro tempore laid before the House the following message from the President of the United States; which was read and, together with the accompanying papers, without objection, referred to the Committee on Education and the Workforce, the Committee on Armed Services, and the Committee on Banking and Financial Services and ordered to be printed:

To the Congress of the United States:

I am pleased to transmit for your immediate consideration the "Educational Excellence for All Children Act of 1999," my Administration's proposal for reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) and other elementary and secondary education programs.

My proposal builds on the positive trends achieved under current law. The "Improving America's Schools Act of 1994," which reauthorized the ESEA 5 years ago, and the "Goals 2000: Educate America Act" gave States and school districts a framework for integrating Federal resources in support of State and local reforms based on high academic standards. In response, 48 States, the District of Columbia, and Puerto Rico have adopted State-level standards. Recent results of the National Assessment of Educational Progress (NAEP) show improved performance for the economically disadvantaged and other at-risk students who are the primary focus of ESEA programs. NAEP reading scores for 9-year olds in high-poverty schools have improved significantly since 1992, while mathematics achievement has also increased nationally. Students in high-poverty schools and the lowest-performing students—the specific target populations for the ESEA Title I program—have registered gains in both reading and math achievement.

I am encouraged by these positive trends, but educational results for many children remain far below what they should be. My proposal to reau-

thorize the ESEA is based on four themes reflecting lessons from research and the experience of implementing the 1994 Act.

First, we would continue to focus on high academic standards for all children. The underlying purpose of every program within the ESEA is to help all children reach challenging State and local academic standards. States have largely completed the first stage of standards-based reform by developing content standards for all children. My bill would support the next stage of reform by helping States, school districts, schools, and teachers use these standards to guide classroom instruction and assessment.

My proposal for reauthorizing Title I, for example, would require States to hold school districts and schools accountable for student performance against State standards, including helping the lowest-performing students continually to improve. The bill also would continue to target Federal elementary and secondary education resources on those students furthest from meeting State and local standards, with a particular emphasis on narrowing the gap in achievement between disadvantaged students and their more affluent peers. In this regard, my proposal would phase in equal treatment of Puerto Rico in ESEA funding formulas, so that poor children in Puerto Rico are treated similarly to those in the rest of the country for the purpose of formula allocations.

Second, my proposal responds to research showing that while qualified teachers are critical to improving student achievement, far too many teachers are not prepared to teach to high standards. Teacher quality is a particular problem in high-poverty schools, and the problem is often exacerbated by the use of paraprofessionals in instructional roles.

My bill addresses teacher quality by holding States accountable for stronger enforcement of their own certification and licensure requirements, while at the same time providing substantial support for State and local professional development efforts. The Teaching to High Standards initiative in Title II would help move challenging educational standards into every classroom by providing teachers with sustained and intensive high-quality professional development in core academic subjects, supporting new teachers during their first 3 years in the classroom, and ensuring that all teachers are proficient in relevant content knowledge and teaching skills.

The Technology for Education initiative under Title III would expand the availability of educational technology as a tool to help teachers implement high standards in the classroom, particularly in high-poverty schools. My bill also would extend, over the next 7 years, the Class-Size Reduction initiative, which aims to reduce class sizes

in the early grades by helping districts to hire and train 100,000 teachers. And the Title VII Bilingual Education proposal would help ensure that all teachers are well trained to teach students with limited English proficiency, who are found in more and more classrooms with each passing year.

Third, my bill would increase support for safe, healthy, disciplined, and drug-free learning environments where all children feel connected, motivated, and challenged to learn and where parents are welcomed and involved. The recent tragedy at Columbine High School in Littleton, Colorado, reminds us that we must be ever vigilant against the risks of violence and other dangerous behaviors in our schools. Our reauthorization bill includes several measures to help mitigate these risks.

We would strengthen the Safe and Drug-Free Schools and Communities Act by concentrating funds on districts with the greatest need for drug- and violence-prevention programs, and by emphasizing the use of research-based programs of proven effectiveness. Moreover, with respect to students who bring weapons to school, this proposal would require schools to refer such students to a mental health professional for assessment and require counseling for those who pose an imminent threat to themselves or others; allow funding for programs that educate students about the risks associated with guns; expand character education programs; and promote alternative schools and second chance programs. A new School Emergency Response to Violence program would provide rapid assistance to school districts that have experienced violence or other trauma that disrupts the learning environment.

My High School Reform initiative would support innovative reforms to improve student achievement in high schools, such as expanding the connections between adults and students that are necessary for effective learning and healthy personal development. This new initiative would provide resources to help transform 5,000 high schools into places where students receive individual attention, are motivated to learn, are provided with challenging courses, and are encouraged to develop and pursue long-term educational and career goals.

Fourth, in response to clear evidence that standards-based reforms work best when States have strong accountability systems in place, my proposal would encourage each State to establish a single, rigorous accountability system for all schools. The bill also would require States to end social promotion and traditional retention practices; phase out the use of teachers with emergency certificates and the practice of assigning teachers "out-of-field;" and implement sound discipline policies in every school. Finally, the bill would give parents an important

new accountability tool by requiring State, district, and school-level report cards that will help them evaluate the quality of the school their children attend.

Based on high standards for all students, high-quality professional development for teachers, safe and disciplined learning environments, and accountability to parents and taxpayers, the Educational Excellence for All Children Act of 1999 provides a solid foundation for raising student achievement and narrowing the achievement gap between disadvantaged students and their more advantaged peers. More important, it will help prepare all of our children, and thus the Nation, for the challenges of the 21st century. I urge the Congress to take prompt and favorable action on this proposal.

WILLIAM J. CLINTON.

THE WHITE HOUSE, May 21, 1999.

RECESS

The SPEAKER pro tempore. Pursuant to clause 12 of rule I, the Chair declares the House in recess until 6 p.m.

Accordingly (at 3 o'clock and 18 minutes p.m.), the House stood in recess until 6 p.m.

□ 1800

AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore (Mr. PETRI) at 6 p.m.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will now put the question on each motion to suspend the rules on which further proceedings were postponed earlier today in the order in which that motion was entertained.

Votes will be taken in the following order:

H.R. 1251, by the yeas and nays;

H.R. 100, by the yeas and nays.

The Chair will reduce to 5 minutes the time for any electronic vote after the first such vote in this series.

NOAL CUSHING BATEMAN POST OFFICE BUILDING.

The SPEAKER pro tempore. The pending business is the question of suspending the rules and passing the bill, H.R. 1251.

The Clerk read the title of the bill.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Virginia (Mr. DAVIS), that the House suspend the rules and pass the bill, H.R. 1251, on which the yeas and nays are ordered.

The vote was taken by electronic device, and there were—yeas 362, nays 0, not voting 71, as follows:

[Roll No. 145]

YEAS—362

Aderholt	Ehrlich	LaHood
Allen	Emerson	Lampson
Andrews	Engel	Largent
Archer	English	Larson
Armey	Eshoo	Latham
Bachus	Etheridge	LaTourette
Baird	Evans	Leach
Baldacci	Everett	Lee
Baldwin	Ewing	Levin
Ballenger	Farr	Lewis (CA)
Barcia	Fattah	Lewis (GA)
Barr	Filmer	Lewis (KY)
Barrett (NE)	Fletcher	Linder
Barrett (WI)	Foley	LoBiondo
Bartlett	Forbes	Lofgren
Barton	Ford	Lucas (KY)
Bateman	Fossella	Lucas (OK)
Bentsen	Fowler	Luther
Bereuter	Franks (NJ)	Maloney (CT)
Berkley	Frelinghuysen	Markey
Berman	Frost	Martinez
Biggert	Galleghy	Mascara
Bilbray	Gekas	Matsui
Bilirakis	Gephardt	McCarthy (MO)
Bishop	Gibbons	McCarthy (NY)
Blagojevich	Gilchrest	McCollum
Bliley	Gillmor	McCrery
Blumenauer	Gilman	McDermott
Blunt	Goode	McHugh
Boehlert	Goodlatte	McInnis
Boehner	Goodling	McIntosh
Bonilla	Gooding	McIntyre
Bonior	Gordon	Mason
Bono	Goss	McKeon
Boswell	Graham	McNulty
Boucher	Granger	Meek (FL)
Boyd	Green (TX)	Metcalfe
Brady (PA)	Green (WI)	Mica
Brady (TX)	Greenwood	Millender-
Brown (OH)	Gutknecht	McDonald
Bryant	Hall (OH)	Miller (FL)
Burton	Hall (TX)	Miller, Gary
Callahan	Hastings (FL)	Miller, George
Calvert	Hastings (WA)	Minge
Camp	Hayes	Mink
Campbell	Hayworth	Mollohan
Canady	Heger	Moore
Cannon	Hill (IN)	Moran (KS)
Capps	Hill (MT)	Moran (VA)
Cardin	Hilleary	Murtha
Castle	Hilliard	Myrick
Chabot	Hobson	Nadler
Chambliss	Hoeffel	Napolitano
Clayton	Hoekstra	Nethercutt
Clyburn	Holden	Ney
Coble	Holt	Northup
Collins	Hoolley	Nussle
Combest	Horn	Oberstar
Condit	Hostettler	Obey
Conyers	Houghton	Olver
Cook	Hoyer	Ose
Costello	Hulshof	Oxley
Cox	Hunter	Packard
Coyne	Hutchinson	Pastor
Cramer	Hyde	Paul
Crane	Inslee	Pease
Cubin	Isakson	Peterson (MN)
Cummings	Istook	Peterson (PA)
Cunningham	Jackson (IL)	Petri
Danner	Jackson-Lee	Phelps
Davis (FL)	(TX)	Pickering
Davis (IL)	Jefferson	Pickett
Davis (VA)	Jenkins	Pitts
Deal	John	Pombo
DeFazio	Johnson (CT)	Pomeroy
DeGette	Johnson, E. B.	Portman
DeLay	Johnson, Sam	Price (NC)
DeMint	Jones (NC)	Pryce (OH)
Deutsch	Jones (OH)	Quinn
Diaz-Balart	Kanjorski	Radanovich
Dickey	Kaptur	Rahall
Dicks	Kennedy	Ramstad
Dingell	Kildee	Regula
Dixon	Kilpatrick	Reyes
Doggett	Kind (WI)	Reynolds
Dooley	King (NY)	Riley
Doolittle	Kingston	Rivers
Doyle	Kleczka	Roemer
Dreier	Klink	Rogan
Duncan	Knollenberg	Rogers
Dunn	Kolbe	Rohrabacher
Edwards	Kucinich	Ros-Lehtinen
Ehlers	Kuykendall	Roukema
	LaFalce	Roybal-Allard