

PERSONAL EXPLANATION

Mr. BURTON of Indiana. Mr. Speaker, I inadvertently missed rollcall vote 500. Had I been in attendance, I would have voted "aye."

□ 1400

MAKING IN ORDER AT ANY TIME ON WEDNESDAY, DECEMBER 19, 2001, CONSIDERATION OF CONFERENCE REPORT ON H.R. 2506, FOREIGN OPERATIONS, EXPORT FINANCING, AND RELATED PROGRAMS APPROPRIATIONS ACT, 2002

Mr. KOLBE. Mr. Speaker, I ask unanimous consent that it shall be in order at any time on Wednesday, December 19, 2001, to consider the conference report to accompany the bill (H.R. 2506) making appropriations for foreign operations, export financing, and related programs for the fiscal year ending September 30, 2002, and for other purposes; that all points of order against the conference report and against its consideration are waived; and that the conference report shall be considered as read.

The SPEAKER pro tempore (Mr. SIMPSON). Is there objection to the request of the gentleman from Arizona?

There was no objection.

DIRECTING THE CLERK TO MAKE TECHNICAL CORRECTIONS IN ENROLLMENT OF H.R. 1, NO CHILD LEFT BEHIND ACT OF 2001

Mr. BOEHNER. Mr. Speaker, I ask unanimous consent to take from the Speaker's table the concurrent resolution (H. Con. Res. 289) directing the Clerk of the House of Representatives to make technical corrections in the enrollment of the bill H.R. 1, with a Senate amendment thereto, and concur in the Senate amendment.

The Clerk read the title of the concurrent resolution.

The Clerk read the Senate amendment, as follows:

Senate amendment:

Strike out all after the resolving clause and insert:

That in the enrollment of the bill (H.R. 1) to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind, the Clerk of the House of Representatives shall make the following corrections:

(1) On page 1, in section 2 of the bill, insert the following after the item for section 5: Sec. 6. Table of contents of Elementary and Secondary Education Act of 1965.

(2) On page 1, in the item for section 401 of the bill, strike "century" and insert the following: "Century".

(3) On page 1, strike the item for section 701 of the bill and insert the following: Sec. 701. Indians, Native Hawaiians, and Alaska Natives.

(4) On page 2, in the item for section 1044 of the bill, strike "school" and insert the following: "School".

(5) On page 4, in the item for section 1121, strike "secretary" and "interior" and insert the following: "Secretary" and "Interior".

(6) On page 5, in the item for section 1222, strike "early reading first" and insert the following: "Early Reading First".

(7) On page 6, in the item for section 1504, strike "Close up" and insert the following: "Close Up".

(8) On page 6, strike the item for section 1708.

(9) On page 12, in the item for section 5441, strike "Learning Communities" and insert the following: "learning communities".

(10) On page 14, in the item for section 5596, strike "mination" and insert the following: "Termination".

(11) On page 25, line 31, strike "Any" and insert the following: "For any".

(12) On page 25, line 32, after "part" insert the following: ", the State educational agency".

(13) On page 25, line 33, after "developed" insert the following: "by the State educational agency".

(14) On page 30, line 3, after "students" insert the following: "(defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years)".

(15) On page 33, after line 35, insert the following:

“(K) ACCOUNTABILITY FOR CHARTER SCHOOLS.—The accountability provisions under this Act shall be overseen for charter schools in accordance with State charter school law.

(16) On page 34, lines 2, 15, and 31, strike "State" and insert the following: "State educational agency".

(17) On page 38, line 29, strike "section 6204(c)" and insert the following: "section 6113(a)(2)".

(18) On page 39, line 11, strike "(2)(i)(I)" and insert the following: "(2)(I)(i)".

(19) On page 40, line 22, strike "State" and insert the following: "State educational agency".

(20) On page 41, lines 28, 33 (the 2d place it appears), and 35 strike "State" and insert the following: "State educational agency".

(21) On page 42, lines 8, 19, 23 (each place it appears), and 27, strike "State" and insert the following: "State educational agency".

(22) On page 44, lines 24 and 35, strike "State" and insert the following: "State educational agency".

(23) On page 46, lines 6 and 7, strike "A State shall revise its State plan if" and insert the following: "A State plan shall be revised by the State educational agency if it is".

(24) On page 46, lines 12 and 13, strike "by the State, as necessary," and insert the following: "as necessary by the State educational agency".

(25) On page 46, lines 15 and 16, strike "If the State makes significant changes to its State plan" and insert the following: "If significant changes are made to a State's plan".

(26) On page 46, lines 19 and 20, strike "the State shall submit such information" and insert the following: "such information shall be submitted".

(27) On page 48, line 23, strike "(b)(2)(B)(vii)" and insert the following: "(b)(2)(C)(vi)".

(28) On page 50, lines 2, 12, and 18, strike "State" and insert the following: "State educational agency".

(29) On page 52, line 9, strike "State" and insert the following: "State educational agency".

(30) On page 62, lines 3 and 4, strike "baseline year described in section 1111(b)(2)(E)(ii)" and insert the following: "the end of the 2001–2002 school year".

(31) On page 90, line 10, strike "defined by the State" and insert the following: "set out in the State's plan".

(32) On page 94, line 32, strike "State" the first place it appears and insert the following: "State educational agency".

(33) On page 104, line 25, insert the following: "identify the local educational agency for improvement or" before "subject the local".

(34) On page 120, line 28, after "teachers" insert the following: "in those schools".

(35) On page 130, line 34, strike "subsection (b)" and insert the following: "subsection (c)".

(36) On page 185, lines 24 and 25, strike "fully qualified" and insert the following: "highly qualified".

(37) On page 227, line 16, strike "subsection (c)(1)(F)" and insert the following: "subsection (c)(1)".

(38) On page 227, line 17, strike "9302" and insert the following: "9305".

(39) On page 274, line 23, strike "States" and insert the following: "State".

(40) On page 274, line 33, strike "1111(b)" and insert the following: "1111(h)(2)".

(41) On page 275, line 19, insert a period after "school year".

(42) On page 276, lines 20 and 25, strike "supplemental services" and insert the following: "supplemental educational services".

(43) On page 283, line 25, strike "and" after the semicolon.

(44) On page 283, line 31, strike "(d)" and insert the following: "(e)".

(45) On page 284, line 1, strike "Congress".

(46) On page 284, line 6, strike "(e)" and insert the following: "(f)".

(47) On page 290, lines 14 and 22, strike "section" and insert the following: "part".

(48) On page 293, line 4, strike "section" and insert the following: "part".

(49) On page 556, line 1, strike "DEFINITIONS" and insert the following: "DEFINITION".

(50) On page 599, line 23, strike "the No Child Left Behind Act of 2001" and insert the following: "under any title of this Act".

(51) On page 600, line 12, strike "the No Child Left Behind Act of 2001" and insert the following: "under any title of this Act".

(52) On page 601, line 4, strike "the No Child Left Behind Act of 2001" and insert the following: "under any title of this Act".

(53) On page 601, line 9, strike "DEFINITIONS" and insert the following: "DEFINITION".

(54) On page 601, line 10, strike "terms 'firearm' and 'school' have" and insert the following: "term 'school' has".

(55) On page 620, line 22, strike "the No Child Left Behind Act of 2001" and insert the following: "under any title of this Act".

(56) On page 635, line 14, strike "(b)" and insert the following: "(c)".

(57) On page 635, line 20, strike "(c)" and insert the following: "(d)".

(58) On page 781, line 32, insert closing quotation marks and a period after the period.

(59) On page 873, line 25, amend the heading for section 701 to read as follows:

SEC. 701. INDIANS, NATIVE HAWAIIANS, AND ALASKA NATIVES.

(60) On page 955, after line 6, insert the following:

TITLE IX—GENERAL PROVISIONS

SEC. 901. GENERAL PROVISIONS.

Title IX (20 U.S.C. 7801 et seq.) is amended to read as follows:

(61) On page 1004, at the end of line 2, insert closed quotation marks and a period.

The SPEAKER pro tempore (during the reading). Without objection, the Senate amendment is considered as read and printed in the RECORD.

There was no objection.

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

Mr. GEORGE MILLER of California. Mr. Speaker, reserving the right to object, although I do not intend to object, I yield to the gentleman from Ohio (Mr. BOEHNER) for an explanation of his request.

Mr. BOEHNER. Mr. Speaker, I thank the gentleman from California for yielding.

Mr. Speaker, the concurrent resolution before us allows the Enrolling Clerk to make technical corrections to the conference report on H.R. 1, the No Child Left Behind Act of 2001, which passed the House overwhelmingly last week. These changes are technical and arose because putting together such a huge bill at very late hours almost always results in some mistakes.

All of these changes, and they are technical, have been agreed to by the conferees on both the House and Senate side. As we all know, the Senate adopted this resolution yesterday.

I urge my colleagues to support the resolution that we have before us.

Mr. GEORGE MILLER of California. Mr. Speaker, reclaiming my time, I thank the gentleman for his explanation.

Mr. GEORGE MILLER of California. Mr. Speaker, I withdraw my reservation of objection.

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

There was no objection.

A motion to reconsider was laid on the table.

ANNOUNCEMENT OF MEASURES TO BE CONSIDERED UNDER SUSPENSION OF THE RULES ON WEDNESDAY, DECEMBER 19, 2001

Mr. BOEHNER. Mr. Speaker, pursuant to the notice requirements of House Resolution 314, I announce that the following measures will be considered under suspension of the rules on Wednesday, December 19, 2001: H.R. 2336; H.R. 3525; and H.R. 3423.

GENERAL LEAVE

Mr. REGULA. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on the conference report accompanying H.R. 3061, and that I may include tabular and extraneous material.

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

There was no objection.

CONFERENCE REPORT ON H.R. 3061, DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2002

Mr. REGULA. Mr. Speaker, pursuant to the previous order of the House, I call up the conference report on the bill (H.R. 3061) making appropriations for the Departments of Labor, Health and Human Services, and Education,

and related agencies for the fiscal year ending September 30, 2002, and for other purposes.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Pursuant to the order of the House of Tuesday, December 18, 2001, the conference report is considered as having been read.

(For conference report and statement, see proceedings of the House of Tuesday, December 18, 2001.)

The SPEAKER pro tempore. The gentleman from Ohio (Mr. REGULA) and the gentleman from Wisconsin (Mr. OBEY) each will control 30 minutes.

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

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

Mr. Speaker, today we bring before the House the conference report providing appropriations for the Departments of Labor, Health and Human Services, Education, and related agencies for fiscal year 2002.

It is my pleasure to present this report today. It is the result of the dedication and hard work of the members of the subcommittee and staff, and I want to express my deep appreciation to each of them. I would especially like to thank the gentleman from Wisconsin (Mr. OBEY), the ranking member of both the full Committee on Appropriations and of this subcommittee. It has been a pleasure to work with him from the start as we crafted a bipartisan bill which passed this body earlier through our work together on the conference.

I would also like to thank the subcommittee staff on both sides of the aisle for their very hard work and the long hours they have put in to finalize the conference report before us. Thank you to Craig Higgins, the Clerk of the Committee, Carol Murphy, Susan Firth, Meg Snyder, Francine Mack-Salvador and Nicole Wheeler on the majority side, and to David Reich, Cheryl Smith and Linda Pagelsen on the minority side. They have been a great team. They have worked all night for the last two nights putting this together, and we owe them a vote of appreciation.

This conference report is a very good product. It contains the funding for many outstanding programs for people. First, is the funding for the President's education reform measures. Last week we passed landmark legislation setting the policy for elementary and secondary education reform, and today we are providing the funding that will make these reforms a reality.

We have funded State grants for improving teacher quality at \$2.85 billion. This flexible grant will allow States to develop programs for teachers in areas most important to those States. In other words, we are recognizing States' rights to make the fundamental decisions on education.

I want to emphasize the commitment of the committee to teacher quality and support in the areas of math and science. We will later have a colloquy on that subject and the flexibility within this grant for such programs, in addition to a specific program for math and science partnerships.

I am also pleased that we have included funding for the Troops to Teachers/Transition to Teaching and the Teach for America programs for a total of \$88 million. We hear a lot about the pending shortage of teachers, and I think this bill will do a lot to address that problem and to ensure that good people get into the classroom. The key to success in the classroom is a good teacher, and all of these programs show great promise in recruiting, training and keeping just those people.

In total, education programs receive a 16 percent increase in the bill, a majority of which is in three areas. These include elementary and secondary education, Special Education and Pell Grants. Grants to the States for Title I total \$10.3 billion, grants to the States for Special Education total \$7.5 billion, and Pell Grants are funded at a maximum grant level of \$4,000 per student.

Although our current economic slowdown has sent more students back to school than has been anticipated, it was the belief of the members of the Conference Committee that we must uphold our commitment to the students and retain the maximum \$4,000 level. Also the TRIO grant program receives \$802.5 million.

In health programs, I am pleased to report that funding for the National Institutes of Health increases by 14.7 percent, at over \$23 billion. This additional funding will allow a greater percentage of competitive research grant projects to receive funding in such important areas as Parkinson's disease, diabetes, heart disease, stroke, and even in many rare diseases. Again, we recognize particularly in these times after September 11 how important it is that we do research on health issues, and NIH is the flagship for this, not only for the United States, but for the entire world.

As the events of September 11 have impacted on each of us and changed our lives, we have come to recognize the important role of our public health system. Funding for the Centers for Disease Control and Prevention increases \$600 million over last year, for a total of \$4.3 billion. I might point out that the State health departments and local health departments, which are the shock troops, they are in the trenches on all of these threats that we hear about in anthrax and TB, basically start with the Centers for Disease Control. We have recognized that by increasing their budget.

Programs at the CDC are our first line of defense in threats of bioterrorism. They also put important research knowledge into practice