

300. The SPEAKER presented a memorial of the Legislature of the State of Minnesota, relative to Resolution 8 memorializing the United States government to resolve certain differences between the Province of Ontario and the State of Minnesota; jointly to the Committees on International Relations and Resources.

ADDITIONAL SPONSORS

Under clause 4 of rule XXII, sponsors were added to public bills and resolutions as follows:

H.R. 44: Mr. BOEHLERT.
H.R. 107: Mr. COYNE and Mr. JENKINS.
H.R. 219: Mr. CUNNINGHAM, Mr. ANDREWS, and Mr. SHERMAN.
H.R. 457: Mr. BEREUTER.
H.R. 538: Mr. McNULTY.
H.R. 563: Ms. CARSON.
H.R. 590: Mr. PASCRELL.
H.R. 678: Mr. BUNNING of Kentucky, Mr. NETHERCUTT, Mr. METCALF, Mr. THOMAS, Mr. SKEEN, Mr. KINGSTON, Mr. BLUNT, and Ms. DUNN of Washington.
H.R. 715: Mr. PAPPAS and Mr. CALVERT.
H.R. 814: Ms. KILPATRICK and Mr. WEXLER.
H.R. 815: Mr. NUSSLE and Mr. KENNEDY of Massachusetts.
H.R. 1005: Mr. NETHERCUTT.
H.R. 1018: Mr. THOMPSON.
H.R. 1023: Mr. REGULA.
H.R. 1142: Mr. WYNN.
H.R. 1231: Mr. SAWYER.
H.R. 1283: Mr. ACKERMAN and Mr. KNOLLENBERG.
H.R. 1329: Mr. THOMPSON.
H.R. 1362: Mr. BOEHLERT.
H.R. 1656: Mr. ENGLISH of Pennsylvania.
H.R. 1715: Mr. PICKERING.
H.R. 1891: Mr. SNYDER and Mr. NUSSLE.
H.R. 1951: Mr. JOHN, Mr. MEEKS of New York, Mrs. CAPPS, and Ms. STABENOW.
H.R. 1972: Mr. BARR of Georgia.
H.R. 2112: Mrs. CAPPS.
H.R. 2174: Mrs. CAPPS, Mr. DIXON, Mr. HOUGHTON, Mr. MILLER of California, and Mr. SANDERS.
H.R. 2183: Mr. GOSS.
H.R. 2396: Mr. LANTOS and Mr. FROST.
H.R. 2454: Ms. HOOLEY of Oregon and Ms. BROWN of Florida.
H.R. 2457: Ms. HOOLEY of Oregon, Mr. LUTHER, and Ms. BROWN of Florida.
H.R. 2509: Mr. CAMPBELL, Mr. KANJORSKI, Mr. LATOURETTE, Mr. BOYD, Mr. POMBO, Ms. ROS-LEHTINEN, and Mr. WELDON of Pennsylvania.
H.R. 2523: Mr. TRAFICANT.
H.R. 2549: Mr. MANTON.
H.R. 2914: Ms. KILPATRICK.
H.R. 2938: Mr. OXLEY.
H.R. 2949: Mr. CHRISTENSEN.
H.R. 2991: Mr. ADAM SMITH of Washington, Mr. DOOLEY of California, Mr. KIND of Washington, and Ms. STABENOW.
H.R. 3008: Mr. ENSIGN and Mr. MCINTOSH.
H.R. 3014: Mr. MATSUI.
H.R. 3043: Mr. ADAM SMITH of Washington.
H.R. 3050: Mr. HOLDEN.
H.R. 3086: Mr. WATT of North Carolina.
H.R. 3099: Mr. KUCINICH.
H.R. 3104: Mr. SOUDER, Mr. CHRISTENSEN, and Mr. HASTINGS of Washington.
H.R. 3131: Mr. DEFazio.
H.R. 3162: Mr. SHAW, Mr. COMBEST, and Mr. CRAPO.
H.R. 3178: Mr. FATTAH.
H.R. 3181: Mr. MCHUGH and Ms. EDDIE BERNICE JOHNSON of Texas.
H.R. 3185: Mr. LAMPSON, Mr. JENKINS, Mr. BLUNT, Mr. COBURN, Mr. RODRIGUEZ, and Mr. HUTCHINSON.
H.R. 3304: Mr. MINGE, Mr. CAMPBELL, Mr. SAM JOHNSON, and Mr. CARDIN.

H.R. 3320: Mr. DEUTSCH, Mr. PRICE of North Carolina, Mr. RAHALL, Mr. TOWNS, Mr. GORDON, Mr. THOMPSON, Mr. BROWN of California, Mr. HINOJOSA, Mr. HOYER, Mrs. MEEK of Florida, Mr. SCOTT, Mr. DAVIS of Florida, and Ms. ROYBAL-ALLARD.

H.R. 3331: Mr. CRANE.
H.R. 3404: Mr. WELLER.
H.R. 3466: Mr. BONIOR.
H.R. 3474: Mr. HASTINGS of Florida, Mr. TORRES, Mr. EVANS, and Mr. SCHUMER.
H.R. 3494: Mrs. KELLY.
H.R. 3514: Mr. MENENDEZ, Mr. PASCRELL, Mr. OBERSTAR, and Mr. OLVER.
H.R. 3523: Mr. SUNUNU, Mr. DOOLEY of California, Mr. MCHUGH, and Mr. ACKERMAN.
H.R. 3534: Mr. BARRETT of Nebraska, Ms. DANNER, Mr. BOYD, Mr. SNOWBARGER, Mr. HALL of Texas, Mr. WATTS of Oklahoma, Mr. PETERSON of Minnesota, Mr. BAESLER, and Mr. TANNER.
H.R. 3567: Mr. NETHERCUTT, Ms. SLAUGHTER, Mr. FRELINGHUYSEN, and Mr. LEVIN.
H.R. 3572: Mr. PALLONE and Mr. CAMPBELL.
H.R. 3602: Mrs. NORTHUP.
H.R. 3605: Ms. LEE, Mr. CONYERS, Mr. BASS, Mr. DICKS, Mr. FORBES, Mr. GILCHREST, Mr. GRAHAM, Mr. HORN, Mr. LATOURETTE, Mr. LEACH, and Mr. GANSKE.
H.R. 3610: Ms. DELAURO, Mr. PICKETT, and Mr. SAXTON.
H.R. 3634: Mr. FROST, Mr. BALDACCIO, Mr. DREIER, Mr. MCCRERY, Mr. JONES, Mr. TURNER, Mr. DICKEY, Mr. EDWARDS, Mr. ADERHOLT, and Mr. BRADY.
H.R. 3635: Mr. RAMSTAD, Mrs. JOHNSON of Connecticut, and Mr. PAYNE.
H.R. 3654: Mr. BARRETT of Nebraska, Mr. MCHUGH, Mr. SMITH of Michigan, Mr. POSHARD, Mr. TOWNS, and Mr. NETHERCUTT.
H.R. 3659: Mr. GEKAS, Mr. BEREUTER, Mr. SANDLIN, Mr. BARCIA of Michigan, Mr. WHITFIELD, and Mr. BURTON of Indiana.
H.R. 3688: Mr. WATTS of Oklahoma and Mr. MCCRERY.
H.R. 3709: Mr. GINGRICH.
H.R. 3720: Mr. COX of California, Mr. BLUNT, and Mr. TRAFICANT.
H.R. 3734: Mr. FOSSELLA, Mr. CANNON, Mr. RADANOVICH, Mr. BACHUS, Mr. SHIMKUS, Mr. MCCOLLUM, Mr. GIBBONS, and Mr. SAXTON.
H.J. Res. 99: Mr. STUMP.
H. Con. Res. 154: Mr. LANTOS.
H. Con. Res. 208: Mr. ENSIGN, Mrs. THURMAN, Mr. CRAMER, Mr. SANDLIN, Mr. FARR of California, Mr. DEUTSCH, Mrs. JOHNSON of Connecticut, Mr. YOUNG of Alaska, Mr. QUINN, Mr. SKEEN, Mr. KLUG, Mr. FORD, Mr. HUNTER, Mr. BISHOP, Mr. GOODE, Mr. BLUMENAUER, Mr. NEUMANN, Mr. BOSWELL, Mr. TORRES, Mr. SHIMKUS, Mr. WAMP, Ms. ROS-LEHTINEN, Mr. HAYWORTH, Mr. BARCIA of Michigan, Mr. MORAN of Virginia, Ms. CHRISTIAN-GREEN, Mr. KILDEE, Ms. LOFGREN, Mr. TRAFICANT, Mr. SNYDER, Mr. PAYNE, Mr. CLEMENT, Mr. LATOURETTE, Mr. FALEOMAVAEGA, Mr. MANTON, Mr. SHERMAN, Mr. ETHERIDGE, Mr. PICKETT, Mr. WHITFIELD, and Mr. CUNNINGHAM.
H. Con. Res. 214: Mr. HILLEARY.
H. Con. Res. 219: Mr. GALLEGLY, Mr. HALL of Texas, Mr. BILBRAY, Mr. COBURN, Mr. MORAN of Virginia, Mr. BURTON of Indiana, Ms. PRYCE of Ohio, Mr. GOODE, Mr. RAHALL, Mr. KING of New York, and Mr. JEFFERSON.
H. Con. Res. 229: Mr. DAVIS of Virginia and Mr. JACKSON.
H. Con. Res. 254: Mr. CALVERT, Mr. METCALF, Mr. CUNNINGHAM, Mr. BURTON of Indiana, and Mr. SAXTON.
H. Con. Res. 258: Mr. HALL of Ohio, Mr. ROHRBACHER, Mr. OLVER, Mr. ABERCROMBIE, Mr. MORAN of Virginia, Mr. FRANK of Massachusetts, Mr. TOWNS, Mr. MCGOVERN, Mr. PASCRELL, Mr. KLUG, Mr. WOLF, Mr. BLAGOJEVICH, Mr. KENNEDY of Rhode Island, Mr. YATES, Mr. MOAKLEY, Mr. WAXMAN, Mr. MILLER of California, Ms. DELAURO, and Ms. WOOLSEY.

H. Res. 37: Mr. LEVIN, Mrs. CAPPS, Mr. BEREUTER, and Mr. MEEKS of New York.

H. Res. 333: Mr. ROTHMAN.

H. Res. 404: Mr. ACKERMAN.

DELETIONS OF SPONSORS FROM PUBLIC BILLS AND RESOLUTIONS

Under clause 4 of rule XXII, sponsors were deleted from public bills and resolutions as follows:

H.R. 3605: Mr. BASS and Mr. GILCHREST.

AMENDMENTS

Under clause 6 of rule XXIII, proposed amendments were submitted as follows:

H.R. 6

OFFERED BY: MS. BROWN OF FLORIDA

AMENDMENT No. 60: Page 270, after line 16, insert the following new section:

SEC. 480. RELIEF FROM OBLIGATION.

To the extent authorized in advance in an appropriation Act, the Secretary may, in settlement of claims found or arising under audits and program reviews under title IV of the Higher Education Act of 1965, forgive the obligations to pay such claims of Edward Waters College of Jacksonville, Florida, relating to the administration of programs prior to academic year 1997-1998 under such title, subject to such terms and conditions as Secretary may require with respect to conduct of programs under such title on and after the date of enactment of this Act.

H.R. 6

OFFERED BY: Mr. CAMPBELL OF CALIFORNIA

AMENDMENT No. 61: Page 83, beginning on line 16 strike section 303 through page 89, line 23.

H.R. 6

OFFERED BY: Mr. GORDON

AMENDMENT No. 62: Page 154, beginning on line 5, strike subparagraph (F) through page 155, line 19, and insert the following:

"(F) Subject to paragraph (4), the special allowances paid pursuant to this subsection on loans made on or after July 1, 1998 for which the applicable interest rate is determined under section 427(a) shall be computed—

"(i) by determining the bond equivalent rate of the average of the quotes as reported by the Federal Reserve of the 3-month commercial paper (financial) rate in effect for each of the days in the quarter for which the rate is being determined;

"(ii) by subtracting the applicable interest rate on such loan from such applicable bond equivalent rate;

"(iii)(I) for Stafford loans during any period in which principal need not be paid (whether or not such principal is in fact paid) by reason of provision described in section 428(b)(1)(M) or 427(a)(2)(C), by adding 1.8 percent to the resultant percent, (II) for Stafford loans during any other periods, by adding 2.39 percent to the resultant percent, or (III) for PLUS loans, by adding 2.7 percent to the resultant percent, to be reset quarterly; and

"(iv) by dividing the resultant percent by 4."

H.R. 6

OFFERED BY: Mr. HALL OF TEXAS

AMENDMENT No. 63: At the appropriate place in the bill in Title VIII insert the following new section:

SEC. . TEXAS COLLEGE PROVISION.

The Secretary may not consider audit deficiencies relating to record keeping with respect to qualifying students for financial aid

at Texas College, located in Tyler, Texas, for academic years prior to and including academic year 1994–1995 in determining whether Texas College complies with the financial responsibility and administrative capacity standards under Section 498 of the Higher Education Act of 1965, if Texas College has filed an affidavit with the Department of Education stating that it has made a good faith effort to furnish records to the Department with respect to such audits.

H.R. 6

OFFERED BY: MR. LIVINGSTON

AMENDMENT NO. 64: Add at the end the following new title (and conform the table of contents accordingly):

TITLE XI—PROTECTION OF STUDENT SPEECH AND ASSOCIATION RIGHTS

SEC. 1101. PROTECTION OF STUDENT SPEECH AND ASSOCIATION RIGHTS.

(a) PROTECTION OF RIGHTS.—It is the sense of the House of Representatives that no student attending an institution of higher education on a full- or part-time basis should, on the basis of protected speech and association, be excluded from participation in, be denied the benefits of, or be subjected to discrimination or official sanction under any education program, activity, or division directly or indirectly receiving financial assistance under the Higher Education Act of 1965, whether or not such program, activity, or division is sponsored or officially sanctioned by the institution.

(b) SANCTIONS FOR DISRUPTION PERMITTED.—Nothing in this section shall be construed to discourage the imposition of an official sanction on a student that has willfully participated in the disruption or attempted disruption of a lecture, class, speech, presentation, or performance made or scheduled to be made under the auspices of the institution of higher education.

(c) DEFINITIONS.—For the purposes of this section:

(1) PROTECTED SPEECH.—The term “protected speech” means speech that is protected under the 1st and 14th amendments to the United States Constitution, or would be so protected if the institution of higher education were subjected to those amendments.

(2) PROTECTED ASSOCIATION.—The term “protected association” means the right to join, assemble, and reside with others that is protected under the 1st and 14th amendments to the United States Constitution, or would be protected if the institution of higher education were subject to those amendments.

(3) OFFICIAL SANCTION.—The term “official sanction”—

(A) means expulsion, suspension, probation, censure, condemnation, reprimand, or any other disciplinary, coercive, or adverse action taken by an institution of higher education or administrative unit of the institution; and

(B) includes an oral or written warning made by an official of an institution of higher education acting in the official capacity of the official.

H.R. 6

OFFERED BY: MR. MCINTOSH

AMENDMENT NO. 65: Page 204, strike line 18 and all that follows through line 5 on page 205 and insert the following:

“(B) account maintenance fees payable to guaranty agencies under part B and calculated in accordance with paragraph (2), not to exceed (from such funds not otherwise appropriated)—

“(i) \$598,000,000 in fiscal year 1999 such funds shall be expended in the following manner—

“(I) \$180,000,000 for account maintenance fees payable to guaranty agencies;

“(II) \$208,000,000 for origination and servicing of Direct Loans; and

“(III) \$210,000,000 for Direct Loan administration;

“(ii) \$636,000,000 in fiscal year 2000, such funds shall be expended in the following manner—

“(I) \$191,000,000 for account maintenance fees payable to guaranty agencies;

“(II) \$235,000,000 for origination and servicing of Direct Loans; and

“(III) \$210,000,000 for Direct Loan administration;

“(iii) \$632,000,000 in fiscal year 2001 such funds shall be expended in the following manner—

“(I) \$201,000,000 for account maintenance fees payable to guaranty agencies;

“(II) \$261,000,000 for origination and servicing of Direct Loans; and

“(III) \$210,000,000 for Direct Loan administration;

“(iv) \$646,000,000 in fiscal year 2002 such funds shall be expended in the following manner—

“(I) \$214,000,000 for account maintenance fees payable to guaranty agencies;

“(II) \$272,000,000 for origination and servicing of Direct Loans; and

“(III) \$210,000,000 for Direct Loan administration;

“(v) \$685,000,000 in fiscal year 2003 such funds shall be expended in the following manner—

“(I) \$225,000,000 for account maintenance fees payable to guaranty agencies;

“(II) \$300,000,000 for origination and servicing of Direct Loans; and

“(III) \$210,000,000 for Direct Loan administration.

Account maintenance fees under subparagraph (B) of this paragraph shall be paid quarterly and deposited in the Operating Fund established under section 422B. The Secretary may not carry over funds available under this section to a subsequent fiscal year.”

Page 205, after line 18, insert the following new subsection:

(b) Section 428F(a) of the Higher Education Act of 1965 is amended—

(1) by striking “and” at the end of paragraph (1)(B)(i);

(2) by striking the period at the end of paragraph (1)(B)(ii);

(3) by inserting after paragraph (1)(B)(ii) the following clause:

“(iii) for a maximum repayment of 15 years (notwithstanding section 428(b)(1)(E)), with the 12 monthly payments made under subparagraph (A) to count towards the 15 year period.”; and

(4) in paragraph (2)(4), by striking “A” after the word “APPLICABILITY OF GENERAL LOAN CONDITIONS.—” and inserting “Except as provided for in this section, a”.

H.R. 6

OFFERED BY: MS. MILLENDER-MCDONALD

AMENDMENT NO. 66: Page 68, after line 11, insert the following new section (and redesignate the succeeding section accordingly):

SEC. 206. TEACHER EXCELLENCE IN AMERICA CHALLENGE.

Title II is further amended by adding at the end the following new part:

“PART F—TEACHER EXCELLENCE IN AMERICA CHALLENGE

“SEC. 281A. SHORT TITLE.

“This part may be cited as the ‘Teacher Excellence in America Challenge Act of 1998’.

“SEC. 281B. PURPOSE.

“The purpose of this part is to improve the preparation and professional development of teachers and the academic achievement of students by encouraging partnerships among institutions of higher education, elementary

schools or secondary schools, local educational agencies, State educational agencies, teacher organizations, and nonprofit organizations.

“SEC. 281C. GOALS.

“The goals of this part are as follows:

“(1) To support and improve the education of students and the achievement of higher academic standards by students, through the enhanced professional development of teachers.

“(2) To ensure a strong and steady supply of new teachers who are qualified, well-trained, and knowledgeable and experienced in effective means of instruction, and who represent the diversity of the American people, in order to meet the challenges of working with students by strengthening preservice education and induction of individuals into the teaching profession.

“(3) To provide for the continuing development and professional growth of veteran teachers.

“(4) To provide a research-based context for reinventing schools, teacher preparation programs, and professional development programs, for the purpose of building and sustaining best educational practices and raising student academic achievement.

“SEC. 281D. DEFINITIONS.

“In this part:

“(1) ELEMENTARY SCHOOL.—The term ‘elementary school’ means a public elementary school.

“(2) INSTITUTION OF HIGHER EDUCATION.—The term ‘institution of higher education’ means an institution of higher education that—

“(A) has a school, college, or department of education that is accredited by an agency recognized by the Secretary for that purpose; or

“(B) the Secretary determines has a school, college, or department of education of a quality equal to or exceeding the quality of schools, colleges, or departments so accredited.

“(3) POVERTY LINE.—The term ‘poverty line’ means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) applicable to a family of the size involved.

“(4) PROFESSIONAL DEVELOPMENT PARTNERSHIP.—The term ‘professional development partnership’ means a partnership among 1 or more institutions of higher education, 1 or more elementary schools or secondary schools, and 1 or more local educational agency based on a mutual commitment to improve teaching and learning. The partnership may include a State educational agency, a teacher organization, or a nonprofit organization whose primary purpose is education research and development.

“(5) PROFESSIONAL DEVELOPMENT SCHOOL.—The term ‘professional development school’ means an elementary school or secondary school that collaborates with an institution of higher education for the purpose of—

“(A) providing high quality instruction to students and educating students to higher academic standards;

“(B) providing high quality student teaching and internship experiences at the school for prospective and beginning teachers; and

“(C) supporting and enabling the professional development of veteran teachers at the school, and of faculty at the institution of higher education.

“(6) SECONDARY SCHOOL.—The term ‘secondary school’ means a public secondary school.

“(7) TEACHER.—The term ‘teacher’ means an elementary school or secondary school teacher.”

"SEC. 281E. PROGRAM AUTHORIZED.

"(a) IN GENERAL.—From the amount appropriated under section 281K and not reserved under section 281I for a fiscal year, the Secretary may award grants, on a competitive basis, to professional development partnerships to enable the partnerships to pay the Federal share of the cost of providing teacher preparation, induction, classroom experience, and professional development opportunities to prospective, beginning, and veteran teachers while improving the education of students in the classroom.

"(b) DURATION; PLANNING.—The Secretary shall award grants under this part for a period of 5 years, the first year of which may be used for planning to conduct the activities described in section 281F.

"(c) PAYMENTS; FEDERAL SHARE; NON-FEDERAL SHARE.—

"(1) PAYMENTS.—The Secretary shall make annual payments pursuant to a grant awarded under this part.

"(2) FEDERAL SHARE.—The Federal share of the costs described in subsection (a)(1) shall be 80 percent.

"(3) NON-FEDERAL SHARE.—The non-Federal share of the costs described in subsection (a)(1) may be in cash or in-kind, fairly evaluated.

"(d) CONTINUING ELIGIBILITY.—

"(1) 2D AND 3D YEARS.—The Secretary may make a grant payment under this section for each of the 2 fiscal years after the first fiscal year a professional development partnership receives such a payment, only if the Secretary determines that the partnership, through the activities assisted under this part, has made reasonable progress toward meeting the criteria described in paragraph (3).

"(2) 4TH AND 5TH YEARS.—The Secretary may make a grant payment under this section for each of the 2 fiscal years after the third fiscal year a professional development partnership receives such a payment, only if the Secretary determines that the partnership, through the activities assisted under this part, has met the criteria described in paragraph (3).

"(3) CRITERIA.—The criteria referred to in paragraphs (1) and (2) are as follows:

"(A) Increased student achievement as determined by increased graduation rates, decreased dropout rates, or higher scores on local, State, or national assessments for a year compared to student achievement as determined by the rates or scores, as the case may be, for the year prior to the year for which a grant under this part is received.

"(B) Improved teacher preparation and development programs, and student educational programs.

"(C) Increased opportunities for enhanced and ongoing professional development of teachers.

"(D) An increased number of well-prepared individuals graduating from a school, college, or department of education within an institution of higher education and entering the teaching profession.

"(E) Increased recruitment to, and graduation from, a school, college, or department of education within an institution of higher education with respect to minority individuals.

"(F) Increased placement of qualified and well-prepared teachers in elementary schools or secondary schools, and increased assignment of such teachers to teach the subject matter in which the teachers received a degree or specialized training.

"(G) Increased dissemination of teaching strategies and best practices by teachers associated with the professional development school and faculty at the institution of higher education.

"(e) PRIORITY.—In awarding grants under this part, the Secretary shall give priority to

professional development partnerships serving elementary schools, secondary schools, or local educational agencies, that serve high percentages of children from families below the poverty line.

"SEC. 281F. AUTHORIZED ACTIVITIES.

"(a) IN GENERAL.—Each professional development partnership receiving a grant under this part shall use the grant funds for—

"(1) creating, restructuring, or supporting professional development schools;

"(2) enhancing and restructuring the teacher preparation program at the school, college, or department of education within the institution of higher education, including—

"(A) coordinating with, and obtaining the participation of, schools, colleges, or departments of arts and science;

"(B) preparing teachers to work with diverse student populations; and

"(C) preparing teachers to implement research-based, demonstrably successful, and replicable, instructional programs and practices that increase student achievement;

"(3) incorporating clinical learning in the coursework for prospective teachers, and in the induction activities for beginning teachers;

"(4) mentoring of prospective and beginning teachers by veteran teachers in instructional skills, classroom management skills, and strategies to effectively assess student progress and achievement;

"(5) providing high quality professional development to veteran teachers, including the rotation, for varying periods of time, of veteran teachers—

"(A) who are associated with the partnership to elementary schools or secondary schools not associated with the partnership in order to enable such veteran teachers to act as a resource for all teachers in the local educational agency or State; and

"(B) who are not associated with the partnership to elementary schools or secondary schools associated with the partnership in order to enable such veteran teachers to observe how teaching and professional development occurs in professional development schools;

"(6) preparation time for teachers in the professional development school and faculty of the institution of higher education to jointly design and implement the teacher preparation curriculum, classroom experiences, and ongoing professional development opportunities;

"(7) preparing teachers to use technology to teach students to high academic standards;

"(8) developing and instituting ongoing performance-based review procedures to assist and support teachers' learning;

"(9) activities designed to involve parents in the partnership;

"(10) research to improve teaching and learning by teachers in the professional development school and faculty at the institution of higher education; and

"(11) activities designed to disseminate information, regarding the teaching strategies and best practices implemented by the professional development school, to—

"(A) teachers in elementary schools or secondary schools, which are served by the local educational agency or located in the State, that are not associated with the professional development partnership; and

"(B) institutions of higher education in the State.

"(b) CONSTRUCTION PROHIBITED.—No grant funds provided under this part may be used for the construction, renovation, or repair of any school or facility.

"SEC. 281G. APPLICATIONS.

"Each professional development partnership desiring a grant under this part shall

submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall—

"(1) describe the composition of the partnership;

"(2) describe how the partnership will include the participation of the schools, colleges, or departments of arts and sciences within the institution of higher education to ensure the integration of pedagogy and content in teacher preparation;

"(3) identify how the goals described in section 281C will be met and the criteria that will be used to evaluate and measure whether the partnership is meeting the goals;

"(4) describe how the partnership will restructure and improve teaching, teacher preparation, and development programs at the institution of higher education and the professional development school, and how such systemic changes will contribute to increased student achievement;

"(5) describe how the partnership will prepare teachers to implement research-based, demonstrably successful, and replicable, instructional programs and practices that increase student achievement;

"(6) describe how the teacher preparation program in the institution of higher education, and the induction activities and ongoing professional development opportunities in the professional development school, incorporate—

"(A) an understanding of core concepts, structure, and tools of inquiry as a foundation for subject matter pedagogy; and

"(B) knowledge of curriculum and assessment design as a basis for analyzing and responding to student learning;

"(7) describe how the partnership will prepare teachers to work with diverse student populations, including minority individuals and individuals with disabilities;

"(8) describe how the partnership will prepare teachers to use technology to teach students to high academic standards;

"(9) describe how the research and knowledge generated by the partnership will be disseminated to and implemented in—

"(A) elementary schools or secondary schools served by the local educational agency or located in the State; and

"(B) institutions of higher education in the State;

"(10)(A) describe how the partnership will coordinate the activities assisted under this part with other professional development activities for teachers, including activities assisted under titles I and II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq., 6601 et seq.), the Goals 2000: Educate America Act (20 U.S.C. 5801 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), and the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.); and

"(B) describe how the activities assisted under this part are consistent with Federal and State educational reform activities that promote student achievement of higher academic standards;

"(11) describe which member of the partnership will act as the fiscal agent for the partnership and be responsible for the receipt and disbursement of grant funds under this part;

"(12) describe how the grant funds will be divided among the institution of higher education, the elementary school or secondary school, the local educational agency, and any other members of the partnership to support activities described in section 281F;

"(13) provide a description of the commitment of the resources of the partnership to

the activities assisted under this part, including financial support, faculty participation, and time commitments; and

"(14) describe the commitment of the partnership to continue the activities assisted under this part without grant funds provided under this part.

"SEC. 281H. ASSURANCES.

"Each application submitted under this part shall contain an assurance that the professional development partnership—

"(1) will enter into an agreement that commits the members of the partnership to the support of students' learning, the preparation of prospective and beginning teachers, the continuing professional development of veteran teachers, the periodic review of teachers, standards-based teaching and learning, practice-based inquiry, and collaboration among members of the partnership;

"(2) will use teachers of excellence, who have mastered teaching techniques and subject areas, including teachers certified by the National Board for Professional Teaching Standards, to assist prospective and beginning teachers;

"(3) will provide for adequate preparation time to be made available to teachers in the professional development school and faculty at the institution of higher education to allow the teachers and faculty time to jointly develop programs and curricula for prospective and beginning teachers, ongoing professional development opportunities, and the other authorized activities described in section 281F; and

"(4) will develop organizational structures that allow principals and key administrators to devote sufficient time to adequately participate in the professional development of their staffs, including frequent observation and critique of classroom instruction.

"SEC. 281I. NATIONAL ACTIVITIES.

"(a) IN GENERAL.—The Secretary shall reserve a total of not more than 10 percent of the amount appropriated under section 281K for each fiscal year for evaluation activities under subsection (b), and the dissemination of information under subsection (c).

"(b) NATIONAL EVALUATION.—The Secretary, by grant or contract, shall provide for an annual, independent, national evaluation of the activities of the professional development partnerships assisted under this part. The evaluation shall be conducted not later than 3 years after the date of enactment of the Teacher Excellence in America Challenge Act of 1997 and each succeeding year thereafter. The Secretary shall report to Congress and the public the results of such evaluation. The evaluation, at a minimum, shall assess the short-term and long-term impacts and outcomes of the activities assisted under this part, including—

"(1) the extent to which professional development partnerships enhance student achievement;

"(2) how, and the extent to which, professional development partnerships lead to improvements in the quality of teachers;

"(3) the extent to which professional development partnerships improve recruitment and retention rates among beginning teachers, including beginning minority teachers; and

"(4) the extent to which professional development partnerships lead to the assignment of beginning teachers to public elementary or secondary schools that have a shortage of teachers who teach the subject matter in which the teacher received a degree or specialized training.

"(c) DISSEMINATION OF INFORMATION.—The Secretary shall disseminate information (including creating and maintaining a national database) regarding outstanding professional

development schools, practices, and programs.

"SEC. 281J. SUPPLEMENT NOT SUPPLANT.

"Funds appropriated under section 281K shall be used to supplement and not supplant other Federal, State, and local public funds expended for the professional development of elementary school and secondary school teachers.

"SEC. 281K. AUTHORIZATION OF APPROPRIATIONS.

"There is authorized to be appropriated to carry out this part \$100,000,000 for fiscal year 1999, and such sums as may be necessary for each of the fiscal years 2000 through 2003."

H.R. 6

OFFERED BY: MS. MILLENDER-MCDONALD

AMENDMENT NO. 67: Page 94, strike lines 12 through 16 and insert the following:

"(i) \$5,500 for academic year 1999–2000,

"(ii) \$5,875 for academic year 2000–2001,

"(iii) \$6,250 for academic year 2001–2002,

"(iv) \$6,625 for academic year 2002–2003,

"(v) \$7,000 for academic year 2003–2004,

H.R. 6

OFFERED BY: MS. MILLENDER-MCDONALD

AMENDMENT NO. 68: Page 95, after line 7, insert the following new subsection (and redesignate the succeeding subsections accordingly):

(c) MAXIMUM GRANTS.—Section 401(b) is amended by adding at the end the following new paragraph:

"(7) Notwithstanding the preceding provisions of this subsection, any student shall be eligible for the maximum Federal Pell Grant if such student is enrolled in a public institution of higher education that offers admission to no less than the top 5 percent of the graduating class at each high school in the State in which such institution is located."

H.R. 6

OFFERED BY: MR. MILLER OF CALIFORNIA

AMENDMENT NO. 69: Page 334, after line 19, insert the following new section (and redesignate the succeeding sections and conform the table of contents accordingly):

SEC. 806. EDUCATIONAL MERCHANDISE LICENSING CODES OF CONDUCT.

(a) FINDINGS.—The Congress finds that American colleges and universities should take into account the following in managing the licensing of merchandise bearing the names or insignia of educational institutions:

(1) American workers have the right to a fair and safe workplace and to reasonable compensation under the law, such as under the Fair Labor Standards Act, the National Labor Relations Act, and the Occupational Safety and Health Act.

(2) Despite United States workplace laws, sweatshops and other forms of labor exploitation persist domestically. The Department of Labor has recovered \$23,100,000 in illegally held back wages for over 45,000 garment workers since 1993, including \$2,900,000 in back wages in 1997 alone. In 1997, 63 percent of the New York City garment shops investigated by the Department of Labor were found in violation of the minimum wage and overtime provisions of the Fair Labor Standards Act. And, a recent study commissioned by the Associated Press found that 13,000 children work in sweatshops in the United States.

(3) The use of sweatshop and child labor abroad for goods imported to the United States remains a problem, particularly in the apparel and sporting goods sectors, including the use of subminimum wages, bonded and indentured labor, and unhealthy working conditions. The International Labor Organization estimated there are 250,000,000 underage children working worldwide, in all

sectors of the economy, such as agriculture, services and manufacturing for domestically consumed and exported items.

(4) Federal law, including the Trade Act of 1930, bans the importation of products made with indentured servitude, forced or slave labor into the United States.

(5) Codes of Conduct are voluntary steps taken by the private sector.

(6) Rigorous codes of conduct are an important component of a larger set of tools to reduce sweatshop and child labor.

(7) The Apparel Industry Partnership, comprised of major retail companies, human rights groups and labor unions, is seeking agreement on a code of conduct to reduce the use of sweatshops and child labor.

(8) American consumers have repeatedly expressed an interest in buying goods not made with exploited labor.

(9) American consumers frequently have no ability to know whether a product has been made with exploited labor.

(10) Informed consumer choices can be a powerful tool in the reduction of sweatshops and exploited labor.

(11) The market for college and university licensed merchandise such as caps, t-shirts, sweat pants, and other items is valued at over \$2,000,000,000 a year, with 80 percent of the market coming from apparel products.

(12) Several universities have adopted codes of conduct specifically requiring companies that manufacture products bearing those universities' names to adhere to minimum labor standards both domestically and abroad, but few universities and colleges, and none of those with the largest volume of merchandise sales, have labor codes of conduct regarding sweatshop and child labor covering companies that market their merchandise.

(13) The Association of Collegiate Licensing Administrators is expected to discuss licensing codes of conduct at its annual meeting beginning on May 13.

(b) SENSE OF THE CONGRESS.—It is the sense of the Congress that all American colleges and universities should adopt rigorous educational merchandise licensing codes of conduct to assure that university and college licensed merchandise is not made by sweatshop and exploited adult or child labor either domestically or abroad and that such codes should include at least the following:

(1) public reporting of the code and the companies adhering to it;

(2) independent monitoring of the companies adhering to the code by entities not limited to major international accounting firms;

(3) an explicit prohibition on the use of child labor;

(4) an explicit requirement that companies pay workers at least the governing minimum wage and applicable overtime;

(5) an explicit requirement that companies allow workers the right to organize without retribution; and

(6) an explicit requirement that companies maintain a safe and healthy workplace.

H.R. 6

OFFERED BY: MR. MILLER OF CALIFORNIA

AMENDMENT NO. 70: Page 334, after line 19, insert the following new section (and redesignate the succeeding sections and conform the table of contents accordingly):

SEC. 806. EDUCATIONAL MERCHANDISE LICENSING CODES OF CONDUCT.

It is the sense of the Congress that all American colleges and universities should adopt rigorous educational merchandise licensing codes of conduct to assure that university and college licensed merchandise is not made by sweatshop and exploited adult or child labor either domestically or abroad and that such codes should include at least the following:

(1) public reporting of the code and the companies adhering to it;

(2) independent monitoring of the companies adhering to the code by entities not limited to major international accounting firms;

(3) an explicit prohibition on the use of child labor;

(4) an explicit requirement that companies pay workers at least the governing minimum wage and applicable overtime;

(5) an explicit requirement that companies allow workers the right to organize without retribution; and

(6) an explicit requirement that companies maintain a safe and healthy workplace.

H.R. 6

OFFERED BY: MR. MILLER OF CALIFORNIA

AMENDMENT No. 71: At the end of the bill add the following new title:

TITLE XI—MERCHANDISE LICENSING CODES

SEC. 1101. EDUCATIONAL MERCHANDISE LICENSING CODES OF CONDUCT.

(a) FINDINGS.—The Congress finds that American colleges and universities should take into account the following in managing the licensing of merchandise bearing the names or insignia of educational institutions:

(1) American workers have the right to a fair and safe workplace and to reasonable compensation under the law, such as under the Fair Labor Standards Act, the National Labor Relations Act, and the Occupational Safety and Health Act.

(2) Despite United States workplace laws, sweatshops and other forms of labor exploitation persist domestically. The Department of Labor has recovered \$23,100,000 in illegally held back wages for over 45,000 garment workers since 1993, including \$2,900,000 in back wages in 1997 alone. In 1997, 63 percent of the New York City garment shops investigated by the Department of Labor were found in violation of the minimum wage and overtime provisions of the Fair Labor Standards Act. And, a recent study commissioned by the Associated Press found that 13,000 children work in sweatshops in the United States.

(3) The use of sweatshop and child labor abroad for goods imported to the United States remains a problem, particularly in the apparel and sporting goods sectors, including the use of subminimum wages, bonded and indentured labor, and unhealthy working conditions. The International Labor Organization estimated there are 250,000,000 underage children working worldwide, in all sectors of the economy, such as agriculture, services and manufacturing for domestically consumed and exported items.

(4) Federal law, including the Trade Act of 1930, bans the importation of products made with indentured servitude, forced or slave labor into the United States.

(5) Codes of Conduct are voluntary steps taken by the private sector.

(6) Rigorous codes of conduct are an important component of a larger set of tools to reduce sweatshop and child labor.

(7) The Apparel Industry Partnership, comprised of major retail companies, human rights groups and labor unions, is seeking agreement on a code of conduct to reduce the use of sweatshops and child labor.

(8) American consumers have repeatedly expressed an interest in buying goods not made with exploited labor.

(9) American consumers frequently have no ability to know whether a product has been made with exploited labor.

(10) Informed consumer choices can be a powerful tool in the reduction of sweatshops and exploited labor.

(11) The market for college and university licensed merchandise such as caps, t-shirts, sweat pants, and other items is valued at over \$2,000,000,000 a year, with 80 percent of the market coming from apparel products.

(12) Several universities have adopted codes of conduct specifically requiring companies that manufacture products bearing those universities' names to adhere to minimum labor standards both domestically and abroad, but few universities and colleges, and none of those with the largest volume of merchandise sales, have labor codes of conduct regarding sweatshop and child labor covering companies that market their merchandise.

(13) The Association of Collegiate Licensing Administrators is expected to discuss licensing codes of conduct at its annual meeting beginning on May 13.

(b) SENSE OF THE CONGRESS.—It is the sense of the Congress that all American colleges and universities should adopt rigorous educational merchandise licensing codes of conduct to assure that university and college licensed merchandise is not made by sweatshop and exploited adult or child labor either domestically or abroad and that such codes should include at least the following:

(1) public reporting of the code and the companies adhering to it;

(2) independent monitoring of the companies adhering to the code by entities not limited to major international accounting firms;

(3) an explicit prohibition on the use of child labor;

(4) an explicit requirement that companies pay workers at least the governing minimum wage and applicable overtime;

(5) an explicit requirement that companies allow workers the right to organize without retribution; and

(6) an explicit requirement that companies maintain a safe and healthy workplace.

H.R. 6

OFFERED BY: MR. MILLER OF CALIFORNIA

AMENDMENT No. 72: At the end of the bill add the following new title:

TITLE XI—MERCHANDISE LICENSING CODES

SEC. 1101. EDUCATIONAL MERCHANDISE LICENSING CODES OF CONDUCT.

It is the sense of the Congress that all American colleges and universities should adopt rigorous educational merchandise licensing codes of conduct to assure that university and college licensed merchandise is not made by sweatshop and exploited adult or child labor either domestically or abroad and that such codes should include at least the following:

(1) public reporting of the code and the companies adhering to it;

(2) independent monitoring of the companies adhering to the code by entities not limited to major international accounting firms;

(3) an explicit prohibition on the use of child labor;

(4) an explicit requirement that companies pay workers at least the governing minimum wage and applicable overtime;

(5) an explicit requirement that companies allow workers the right to organize without retribution; and

(6) an explicit requirement that companies maintain a safe and healthy workplace.

H.R. 6

OFFERED BY: MR. RIGGS

AMENDMENT No. 73: Add at the end the following new title (and conform the table of contents accordingly):

TITLE XI—DISCRIMINATION AND PREFERENTIAL TREATMENT

SEC. 1101. PROHIBITION AGAINST DISCRIMINATION AND PREFERENTIAL TREATMENT.

(a) PROHIBITION.—No public institution of higher education that participates in any program authorized under the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.) shall, in connection with admission to such institution, discriminate against, or grant preferential treatment to, any person or group based in whole or in part on the race, sex, color, ethnicity, or national origin of such person or group.

(b) EXCEPTION.—This section does not prohibit preferential treatment in admissions granted on the basis of affiliation with an Indian tribe by any tribally controlled college or university that has a policy of granting preferential treatment on the basis of such affiliation.

(c) AFFIRMATIVE ACTION ENCOURAGED.—It is the policy of the United States—

(1) to expand the applicant pool for college admissions;

(2) to encourage college applications by women and minority students;

(3) to recruit qualified women and minorities into the applicant pool for college admissions; and

(4) to encourage colleges—

(A) to solicit applications from women and minority students, and

(B) to include qualified women and minority students into an applicant pool for admissions,

so long as such expansion, encouragement, recruitment, request, or inclusion does not involve granting a preference, based in whole or in part on race, color, national origin, or sex, in selecting any person for admission.

(d) DEFINITION.—As used in this section, the term "public institution of higher education" means any college, university, or postsecondary technical or vocational school operated in whole or in part by any governmental agency, instrumentality, or entity.

H.R. 6

OFFERED BY: MR. ROEMER

AMENDMENT No. 74: Page 246, line 23, after the period insert close quotation marks and "; and", and strike line 24 and all that follows through line 5 on page 247.

H.R. 6

OFFERED BY: MR. ROEMER

AMENDMENT No. 75: At the end of the bill add the following new title:

TITLE XI—SPECIAL PROVISION

SEC. 1101. TERMINATION OF EFFECTIVENESS.

Notwithstanding section 4 of this Act, subparagraph (K) of section 485(g)(1) of the Higher Education Act of 1965, as amended by this Act, shall cease to be effective on October 1, 1998.