REPEALING THE JOB-KILLING HEALTH CARE LAW ACT

SPEECH OF

HON. JOHN B. LARSON

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 19, 2011

Mr. LARSON of Connecticut. Mr. Speaker, I would like to add one more story to this debate to help illustrate why the Affordable Care Act is so important. One of my constituents recently wrote to tell me that his 19 year old son has a rare liver disease and that his only hope is a transplant. Under the new healthcare reform law, he is now able to keep his son on his insurance plan to age 26. His household would be out of luck without healthcare reform as last year his son's health care costs exceeded $120,000.

It is stories like these that are the essence of why passing health reform was so important. It provides protections to ensure that someone like my constituent can access health care and not face exorbitant personal costs when an illness strikes.

I urge all of my colleagues to oppose this repeal legislation and hope we can all work together to find ways to move our country forward.

THE HIGH SCHOOL ATHLETICS ACCOUNTABILITY ACT

HON. LOUISE McINTOSH SLAUGHTER

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 26, 2011

Ms. SLAUGHTER. Mr. Speaker, I am proud to rise today to introduce the High School Athletics Accountability Act. As opportunities for girls and women to participate in sports and athletics have been made increasingly available, women's participation has grown exponentially. Over three million high school girls now participate in organized sports, as opposed to 294,015 in 1971 before Title IX was enacted. Athletic participation has brought with it confidence and camaraderie among young women, giving them memories and friends that will last a lifetime.

Despite our progress, persistent attacks against equality for women's sports require that we continue to protect the rights our nation's young women deserve. Currently high schools are not required to disclose any data on equity in sports, making it difficult for high schools and parents to ensure fairness in their athletics programs. The High School Athletics Accountability Act requires that high schools report basic data on the number of female and male students in their athletic programs and the expenditures made for their sports teams. The data will help high schools improve opportunities for girls in sports, and thereby help high schools and parents of schoolchildren foster fairness in athletic opportunities for girls and boys. Ultimately better information will encourage greater participation of all students in athletics.

Without information about how athletic opportunities and benefits are being allocated at the high school level, female students may be deprived of their chance to play sports. For many young women, sports are often their ticket to higher education. A survey conducted by the National Federation of State High School Associations indicates that female students receive 1.3 million fewer opportunities to play high school sports than do male students, which translate into many lost opportunities for athletic scholarships. Other studies show that student athletes tend to graduate at higher rates, perform better in school and are less likely to use drugs and alcohol. The New York Times recently highlighted research that found that the ''increase in girls' athletic participation caused by Title IX was associated with a 7 percent lower risk of obesity 20 to 25 years later, when women were in their late 30s and early 40s.'' The study notes that while a 7 percent decline in obesity is modest, ''no other public health program can claim similar success.'' Women athletes also tend to have more confidence, better body image, and higher self-esteem than female non-athletes—critical attributes that help them succeed throughout their lives.

We must give our schools the tools they need to identify inequities in their programs so that current and future generations of women can enjoy the benefits of sports.

Mr. Speaker, I urge my colleagues to join me in this effort to help girls move toward equality in athletics at every level and in every community across the Nation.

CONGRATULATING PAUL KARAFIOL ON RECEIVING THE PRESIDENTIAL AWARD FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING

HON. DANNY K. DAVIS

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 26, 2011

Mr. DAVIS of Illinois. Mr. Speaker, I wish to congratulate Paul Karafiol, an educator at Walter Payton College Prep in Chicago, on receiving the Presidential Award for Excellence in Mathematics and Science Teaching. The Presidential Award for Excellence in Mathematics and Science Teaching is administered by the National Science Foundation on behalf of the White House Office of Science and Technology Policy. Awardees are selected by a panel of scientists for their prowess in teaching pre-college-level science and mathematics. I am elated that Mr. Karafiol received this distinguished honor for the caliber of his teaching of math. His ability to convey mathematics concepts to students in clear and interesting ways provides a great benefit to Chicago, and the Presidential award is a well-earned recognition of his skill.

Mr. Karafiol is a Chicago native and Chicago Public School graduate. He received his bachelor's degree in Philosophy from Harvard University and his master's degree in Philosophy from the University of Chicago. Mr. Karafiol has always had a love for math. As a youth, he was on the Math Team at the Kenwood Academy. His first summer jobs involved working as a junior staff member in math programs for talented students held at the University of Chicago, Hampshire College, and ENSAE in Toulouse, France. After teaching at Phillips Academy in Andover, Massachusetts for many years, Mr. Karafiol moved back to Chicago in 1997 to teach math at Providence-St. Mel, another wonderful school in Chicago. In 2000, he assisted in opening the math department at Walter Payton College Prep, becoming the Chairman of the math department in 2009. When you talk with Mr. Karafiol, his passion for teaching math is evident. He speaks of his excitement at understanding the connections among concepts and discovering surprises using numbers; it is this love of the subject that he shares with his students by creating environments in which they too can appreciate these learning revelations.

Walter Payton College Prep—the school at which Mr. Karafiol teaches—has an environment of continuous collaboration, reflection, and dedication to excellence. Through the commitment of Mr. Karafiol and the math department staff, Walter Payton College Prep was given the Intel Star Innovator award for the finest math and science program in the country. Over 150 schools competed in the Intel Schools of Distinction competition. Three schools were named as finalists in each of six categories: High School Math and Science; Middle School Math and Science; and Elementary Math and Science. Payton's math program was cited as the High School Mathematics winner; it also received the competition's grand prize—the Star Innovator Award. Mr. Karafiol notes that collaboration between the math and science departments at Walter Payton improve both departments' understandings of what math skills students need to be successful, when students need which skills, and how best to teach, reinforce, or remediate particular math skills. This joint process also helps Payton's math teachers gain new ideas about applications and contexts that they could integrate into their classes to improve mathematics learning. Impressively, over a quarter of the students at Walter Payton take five or more math courses before graduation. In addition to this rigorous set of core classes, many of the students at Walter Payton fill their electives with advanced placement statistics and/or university-level math courses: Over 99 percent of the student population scores as ''Meeting or Exceeding'' state math standards on the Prairie State Achievement Examination.

We have an obligation to the future of our Nation to assure every segment of our population has the opportunity to pursue careers in science and math. When children have an effective educator in these fields, they experience an excitement and understanding of math and science that increases their self confidence and interest in pursuing careers in science and mathematics. I celebrate with Mr. Karafiol and Walter Payton College Prep on the Presidential Award for Excellence in Mathematics and Science Teaching. Their dedication prepares students in Chicago to take an active role in making America a leader in math and science among the community of nations in the 21st century.