

brother, Joseph Mediate and a daughter-in-law, Porsia Pennel.

There is no doubt that Antoinette was a strong person of faith and loved her family above all else. I thank Mrs. Pennel for her love of community and all her hard work over the years. My condolences go out to her children, grandchildren, and great-grandchildren, her entire family, and to all whose lives she touched.

INTRODUCTION OF THE INTERSTATE TEACHING MOBILITY ACT

HON. ANDRÉ CARSON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Friday, October 9, 2020

Mr. CARSON of Indiana. Madam Speaker, I am pleased to reintroduce the Interstate Teaching Mobility Act. This broadly supported legislation will create a new voluntary program at the Department of Education (DOE) to allow licensed teachers to use their licenses across state lines. I am pleased that this legislation has been endorsed by both National Education Association (NEA) and Third Way.

In 2018, the United States experienced a shortage of 112,000 teachers in our classrooms across the country. This shortage deprives our students of high-quality learning and negatively affects student outcomes. Alarming, our country's projected annual shortage of teachers is expected to almost triple—to 316,000—by 2025. Teacher shortages disproportionately disadvantage students in underserved communities by widening student-to-teacher ratio which then negatively affects student achievement. Having low student-to-teacher ratios ensures that every student gets the attention they need, and struggling students are not left behind. In Indiana, this problem has gotten worse: between 2016 and 2020, the student-to-teacher ratio in my state grew from 16:1 to 17:1, bringing our state's student-to-teacher ratio well above the national average. In fact, Indiana remains the 42nd worst state in the nation for student-to-teacher ratios. And this teacher disparity does not affect all students equally: student-teacher ratios are highest in minority schools and schools with the most low-income schools.

Teacher shortages not only affect student-teacher ratios, they also limit the number of subject-matter teachers available for students. In Indiana, we have consistently faced major teacher shortages as defined by the Department of Education (DOE). In the most recent data available, Indiana continues to face a shortage of teachers in the subjects of mathematics, science, early childhood, and technology. Study after study has shown that teacher shortages which results in poor student-to-teacher ratios, insufficient subject-matter teachers, and the corresponding decline in education quality disproportionately disadvantage Black and Brown students.

One of the main reasons that many schools can't fill teacher shortages is because of the inconsistent state-by-state differences in teaching licensing requirements. This prevents licensed teachers from taking their skills and credentials to teach in other states without significant obstacles. These obstacles can include completing additional requirements, such as exams or coursework, or paying addi-

tional fees, even if the teacher has already completed an approved credentialing program or has a strong teaching record. Alarming, a majority of states do not accept out-of-state teaching credentials, further compounding shortages in disadvantaged areas.

As our nation's workforce becomes increasingly mobile, these requirements also dramatically decrease the flexibility of our nation's teaching workforce. For military spouses—who frequently relocate and among whom teaching is the second most common profession—or out-of-state college graduates who want to teach in their home state, this problem is especially pronounced. Long term, these roadblocks likely deter many prospective teachers from entering this vital profession. The bottom line is this: differing licensing requirements and lack of licensing reciprocity prevents too many teachers from serving in understaffed and underserved communities across state lines. And as we have seen in states like Indiana, our communities desperately need more high-quality teachers to lower student-teacher ratios and improve outcomes.

These obstacles have real and negative impacts on our students. Teacher shortages disproportionately harm students in underserved communities by denying them adequate teacher-student ratios that research shows help to enable student success. School administrators in underserved communities face difficulties in attracting out-of-state, high-quality teachers to fill their open teaching positions due to licensing inconsistencies.

That's why I am reintroducing the Interstate Teaching Mobility Act today. This legislation will create a voluntary interstate application program at the Department of Education (DOE) to allow licensed teachers to use their licenses across participating state lines.

This legislation will empower teachers to apply for open teaching positions in participating states without being subject to additional certifications or assessments. As a result, it will be easier for teachers to transfer their skills across participating state lines and provide more students with access to high-quality teachers. Importantly, this new flexibility will help alleviate teacher shortages—especially in disadvantaged communities and school districts—by allowing school administrators greater ability to hire more high-quality teachers.

Under this legislation, increased flexibility will not come at the cost of teacher quality. A participating state will be required to adhere to standards of content knowledge, pedagogical assessment, and performance assessments. This would ensure high standards for our teachers, while maintaining the essential role of the states in setting specific requirements for teaching in the state or obtaining licenses in the state.

The COVID-19 pandemic has taught us the importance of flexibility and teacher quality in ensuring that our students receive the best education. However, the current state-by-state inconsistencies regarding teacher licenses prevent many high-quality teachers from transferring their skills across state lines to serve in communities facing teacher shortages.

The Interstate Teaching Mobility Act will help address these issues by empowering teachers to transfer their skills across state lines and enabling school administrators to hire more high-quality teachers to fill teacher shortages, especially in disadvantaged communities, and lead to better student outcomes.

I urge the House to support this bill.

RECOGNIZING THE SERVICE OF ROBERT WILSON

HON. TRENT KELLY

OF MISSISSIPPI

IN THE HOUSE OF REPRESENTATIVES

Friday, October 9, 2020

Mr. KELLY of Mississippi. Madam Speaker, I rise today to honor the U.S. Military service of Robert Wilson who is a recipient of the Purple Heart Medal. Robert "Bobby" Wilson, a native of Tupelo, Mississippi, volunteered for the U.S. Army in December 1951. Once he completed Basic Training in Hawaii, he entered the Korean War.

On February 6, 1953, Mr. Wilson was on patrol with other members of his company 1½ miles in Chinese territory called the Coonwah Valley. On that frigid night with the temperature below zero, he and his fellow men were attacked by the enemy who were firing mortar rounds. Mr. Wilson was seriously injured and needed to be transported to receive medical treatment. He was picked up by a medic and placed on a stretcher. Another firefight ensued before he could be taken to a Mobile Army Surgical Hospital where he would be treated for 18 shrapnel wounds over the course of 39 days. His courage and bravery under fire earned him the Purple Heart Medal. It is my honor to recognize Mr. Wilson for his service to America and his pledge to protect our freedoms.

In December 1953, Mr. Wilson completed his military service and returned home to his wife, Tomicene. The high school sweethearts remained in Tupelo where they raised two boys, David and Robert. The Wilsons were married 64 years before Tomicene passed away. In the years since her death, Mr. Wilson has often reflected on his days of service. "I'd do it again," Mr. Wilson said. "I still have shrapnel in my leg and pain, but I will always be proud that I served my country."

Mr. Wilson's service and sacrifices made to defend our nation will always be remembered. I am honored to call this Mississippi patriot a friend.

THE PASSING OF COMMUNITY LEADER AND ACTIVIST SHARON COTRELL

HON. ALAN S. LOWENTHAL

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Friday, October 9, 2020

Mr. LOWENTHAL. Madam Speaker, I rise today to express my deep sadness on the passing of my dear friend Sharon Cotrell. A voice of the progressive community in Long Beach for over 40 years, Sharon was a consummate professional who cared deeply about our community and making the world a better place for us all.

She was the first woman dock worker on the West Coast, starting with SeaLand in 1974 at the Port of Long Beach, and eventually becoming the leader of Teamsters Local 692.

Karen Harper, a longtime friend, told the Long Beach Press-Telegram that Sharon was ". . . not welcomed by the men at first and

was harassed mercilessly. But she won them over with her intelligence, work ethic, physical strength, sense of justice and expertise at organizing.”

Sharon was also a union organizer on the docks fighting for a greater voice for all port workers, cofounding the Long Beach chapter of the Teamsters for a Democratic Union. Because of her organizing against what she called the corruption of the Teamsters Union hierarchy, her life was threatened, and she was forced for a time to live in hiding.

Despite such temporary roadblocks, Sharon remained a tenacious activist fighting for equality and justice, as well as an ardent community watchdog, for more than four decades.

She served for many years as a member of Long Beach Area Citizens Involved (LBACI) and worked for the establishment of the Long Beach Citizen Police Complaint Commission. She was an early member of both the Black Lives Matter and Occupy Long Beach organizations.

Karen Harper said Sharon saw the brutal treatment of African Americans on her family television “and sought solutions for racism from then on. She loved working with young people and mentoring them on effective grassroots organizing.”

Sharon was also an outspoken advocate for LGBTQ rights and the homeless, which she fought for through her involvement with the Long Beach Area Peace Network, the Justice and Peace Committee for the South Coast Interfaith Council and Harbor Halfway House.

According to the Press-Telegram, Sharon was born on Dec. 2, 1942, in San Francisco. But from 5 years old, she grew up on a dairy farm in the Lower Flathead Valley, near St. Ignatius, Montana, on the Salish-Kootenai Indian Reservation.

Her family moved there after her father, Lewis Cotrell—a descendant of the Little Shell Chippewa Tribe and the Cherokee people—returned from World War II service in the U.S. Navy.

Sharon’s younger sister, Gretchen, said that from early childhood her sister was sensitive to the needs of others, reaching out to the left-out, excluded, and mistreated.

“These traits grew to a keen interest in the injustices of the world, the chief driving force throughout her life,” Gretchen told the Press-Telegram. “She possessed the courage of her convictions and lived them fiercely.”

Sharon’s ancestry also led her to another area of activism—Native American and indigenous people rights. She was a tribal researcher for the Gabrielino-Tongva Tribal Council and was involved with the Puvungna Coalition to save the tribe’s sacred land from development on the Cal State Long Beach campus. She also cofounded the People for Palestinian-Israeli Justice.

Sharon attended Lewis & Clark College in Portland, Oregon, and the University of Montana, before moving to Long Beach in 1964. She went on to earn a bachelor’s degree in anthropology from Cal State Long Beach.

Her friend Karen Harper recalled to the Press-Telegram that Sharon also had a great sense of humor—even when jokes were directed at her. Karen remembered that she would often refer to Sharon as “the historical figure” because of her work on the docks.

“She would laugh,” Karen said. “She always got a kick out of that.”

But, to me, Sharon was not just a dear friend and fellow progressive; she was my

campaign manager when I first ran for LB City Council in 1992 (in addition to running previous campaigns for former Mayor Tom Clark and former City Councilmember Wally Edgerton). Through our years together she was both my mentor and formative political conscience who I relied upon for her incredible insight and wisdom.

Sharon touched so many lives and her passing is a loss for all of us. She was a role model and inspiration for all who met her, and she will be sorely missed by everyone who fights for a more just society and a better world.

CONGRATULATING DR. BETH RIPLEY ON RECEIVING THE 2020 SAMUEL J. HEYMAN SERVICE TO AMERICA MEDAL IN SCIENCE AND ENVIRONMENT

HON. ADAM SMITH

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

Friday, October 9, 2020

Mr. SMITH of Washington. Madam Speaker, it is my privilege to rise to congratulate Beth Ripley, M.D., Ph.D. on being the recipient of the 2020 Samuel J. Heyman Service to America Medal in the Science and Environment category.

Dr. Beth Ripley is an assistant professor of radiology at the University of Washington and the Director of the Veterans Health Administration’s (VHA) 3D Printing Network in Puget Sound. She saw potential in this emerging technology back in 2017, and through her innovative techniques, she has revolutionized health care at the VHA. Dr. Ripley prints 3D models of parts of people’s bodies from kidneys to hip joints to hearts.

These 3D models allow doctors to provide veterans with the best possible health care and have resulted in more efficient and effective surgeries by saving valuable time and minimizing the potential for mistakes. Doctors can also show models to their patients to give them a better understanding of the procedure they’re going to undergo. In some cases, these models have even shown surgery wouldn’t be the best course of action.

At the start of the COVID-19 pandemic Dr. Ripley made the impossible possible and began printing personal protective equipment for staff and veterans. She has even started 3D printing parts needed for life-saving ventilators. Dr. Ripley truly embodies what it means to be a civil servant and the Puget Sound VHA is incredibly lucky to have somebody with the passion and innovation she does.

Madam Speaker, it is an honor to congratulate Dr. Beth Ripley on receiving this well-deserved award and I thank her for dedicating her career to improving health care for our veterans.

REINTRODUCTION OF THE STUDENTS HELPING YOUNG STUDENTS ACT

HON. ANDRÉ CARSON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Friday, October 9, 2020

Mr. CARSON of Indiana. Madam Speaker, I am pleased to reintroduce the Students Help-

ing Young Students Act. This important legislation will invest in college students who support and mentor K–12 students at after-school activities. I am pleased that this legislation has been endorsed by MENTOR: The National Mentoring Partnership and I am grateful for the feedback I received from my constituents on this proposal. This legislation will make a meaningful difference in the lives of all Hoosier students, and young Americans across the country, by ensuring that college students can be compensated for the critical work of mentoring and supporting their younger counterparts.

It is an honor to represent students of all ages in Indiana’s Seventh District. I am continually impressed by the many college students in my district and across the country that, in addition to their studies, help mentor and support K–12 students in after-school programs. These college students, by serving as powerful examples and mentors, continue to inspire my colleagues and I about the importance of peer mentorship opportunities. This includes the crucial role of work study programs in helping students finance their postsecondary education.

Several examples in Indiana underscore the importance of supporting mentorship programs, both to the mentee and the mentor. David, a biology major at Marian University in Indianapolis, also served as a mentor. Through David’s mentoring, his mentee has improved in school and built up self-confidence; David, too, recognizes that he has learned from his mentee and is inspired to help additional younger students.

Another student, Celia, at the University of Southern Indiana, mentored a young third grade student. Celia was mentored herself while also in the third grade; this experience helped her understand the importance of mentoring younger students to help achieve their goals and learn from their older peers. Mentoring younger students has helped Celia discover her passion for education and youth development programs. Celia also shared her college experiences with her mentee, who has in turn become interested in attending college.

The examples of David and Celia represent how the influence and investment from a mentor can improve younger student lives and outcomes. Their stories are common: in fact, at-risk youth that have a mentor are 55 percent more likely to attend college. Moreover, at-risk youth that have a mentor are 52 percent less likely to skip a day of school and 46 percent less likely to use drugs. Mentoring also increases community engagement, as at-risk students are 78 percent more likely to volunteer in their community engagement, as at-risk students are 78 percent more likely to volunteer in their community and are 130 percent more likely to hold a leadership role in clubs or teams with a mentor in their lives. Mentoring not only helps students stay away from drugs and violence, but also live healthier lives and improve school performance. Mentees participating in mentorship programs have also performed higher on the Indiana Statewide Testing for Educational Progress (ISTEP) tests.

Because of these unmistakable benefits, Congress must do more to support these after-school programs and their student mentors. Although after-school mentorship programs often intersect with students’ courses of study and benefit the community, after-school