

Training and Life-long Learning, and others, on a bipartisan basis, to bring this bill to the floor of the House as rapidly as possible.

We believe that parents and other taxpayers have the right to information about student achievement and the quality of the teachers in their schools. Our bill holds schools accountable for raising student academic achievement, and we ensure that parents know the quality of their children's teachers.

We encourage intensive, long-term teacher training programs, focused on the subject matter taught by the teacher. We know that this works. If localities are unable to provide such professional development, teachers will be given the choice to select their own high quality teacher training programs. For the first time, we're giving teachers a choice in how they upgrade their skills. Our Teacher Opportunity Payments will empower individual teachers, or groups of teachers, to choose the training methods that best meets their classroom needs.

The Teacher Empowerment Act maintains an important focus on math and science, as under current law, but the legislation expands teacher training beyond just the subjects of math and science. The legislation ensures that teachers will be provided with training of the highest quality in all of the core academic subjects.

By combining the funding of several current Federal education programs, the Teacher Empowerment Act provides over \$2 billion annually over the next five years to give States, and more importantly local school districts, the flexibility they need to improve both teacher quality and student performance. This legislation also encourages innovation in how schools improve the quality of their teachers. Some localities may choose to pursue tenure reform or merit-based performance plans. Others may want to try differential and bonus pay for teachers qualified to teach subjects in high demand. Still others may want to explore alternative routes to certification.

The Teacher Empowerment Act continues to support local initiatives to reduce class size.

In fact, schools would be required to use a portion of their funds for hiring teachers to reduce class size. However, unlike the President's program, no set amount is required for the hiring of new teachers. Schools will be allowed to determine the right balance between quality teachers and reducing class size. Schools will also be allowed to hire special education teachers with these funds.

All of these are feasible in our legislation, because we don't try to tell schools what the approach should be. We don't want to impose any one system that every school must follow in order to upgrade the quality of its teachers. That won't work, because one size does not fit all.

The Teacher Empowerment Act is good, balanced legislation. It provides the flexibility that States and local school districts need to improve the quality of their teaching force with two goals in mind: increases in student achievement; and increases in the knowledge of teachers in the subjects they teach. I encourage all of my colleagues in the House to support this important legislation as we work to improve our nation's schools.

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SAN FRANCISCO STATE  
UNIVERSITY'S CENTENNIAL YEAR

**HON. NANCY PELOSI**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 27, 1999*

Ms. PELOSI. Mr. Speaker, I rise today to congratulate San Francisco State University and to celebrate the 100th anniversary of its founding. It has grown from a teacher training school in 1899 with a student body of 31, to its status today as a racially and ethnically diverse, major urban university serving more than 27,000 students. While San Francisco State University was founded on March 22, this year graduation will be held on May 29. As SFSU graduates its 100th class, I'd like to recognize their contributions during the last century.

Throughout its first century, this University has led the way in providing accessible higher education for California's residents, promoting excellence in teaching and learning, embracing diversity, and creating community partnerships that enrich the cultural and economic life of the Bay Area, while strengthening the educational experience of our students.

San Francisco State University should be commended for its many achievements including, making global headlines for discovering new planets outside our solar system; establishing the nation's first College of Ethnic Studies; creating the only academic research facility on the San Francisco Bay; building one of the nation's top two Conservation Genetics Laboratories; creating the largest multimedia studies program in the country; and housing nationally recognized biology, creative writing and journalism programs.

SFSU should be proud of the linkages that its programs and quality faculty have built for sustained community involvement and partnership throughout its history. SFSU serves as a national model of a community-engaged urban campus, housing more than 100 centers, institutes and other special programs and projects addressing such varied issues as the health of the San Francisco Bay; K-12 student math skills; and small business success and science skills for inner city youth throughout the state. The University has also sustained collaborative partnerships throughout San Francisco and the Bay Area, including the Valencia Health Clinic, Step to College, Community Science Workshops for California, the Vistiacion Valley Community Service Center, the Muir Alternative Teacher Education program, and the Community Outreach Partnership Center.

San Francisco State is truly a model institution, making significant contributions in the Bay Area and beyond. They deserve to be congratulated for all their successes during the last 100 years and we wish them the best for the next century.