

ought to be talking to States and local school districts and holding them accountable for what they have achieved. Because this is not about managing process. If it is, we know this education department cannot do it. This is about something much more important. It is about educating our children.

So we give the schools more flexibility, and we eliminate the red tape, which gets more dollars into that local classroom. And from a practical sense, what does this mean? It means that a school, rather than getting money for class-size reduction or hiring teachers and getting another pot of money for technology, getting another pot of money for some school construction or school modification, getting some other money for the arts, getting some other money for some other kind of training and these types of things, it is giving the money to the States and to the local schools and telling them that if they need to focus on technology, if they think technology is the answer, that we will give them the flexibility to improve the technology within their school.

That may be exactly what some of the schools in my congressional district would need, and they would have the flexibility to go out and do that. For others, they might say that they have invested in technology; but when they did, they found out that what they really needed to do, in addition to that, but they do not have the money to do it, is they need to invest in teacher training so that they could use these tools to be most effective with our kids. Let them use the money for teacher training.

If they need to use some of the money for school construction, let them use the money for school construction. But allow them the flexibility of designing the programs that are most effective for the problems, the issues, and the opportunities that they have in their local schools. Because this is about our kids. It is not about process. It is not about the education department. This is about how do we get the maximum impact in learning for our kids.

Are we going to get it by mandating from Washington and controlling from Washington; or is it going to be by continuing to invest in education through Washington, through an education department, but allowing a great degree of latitude and flexibility to the people at the local level? The local people know our kids' names, they are the people that know the school, the problems, the opportunities, and the issues that they face. The local people know the neighborhoods, know the communities, knowing exactly, maybe not exactly, it is not a science, but the local people will have the best idea as to how they could improve education in their local community.

And if they then had a resource of a Department of Education where they could go to for best learning practices or best teaching practices, what a

great partnership that might be. Local decision-making; research-based data and information to empower people at the local level to make the best possible decisions for our kids.

It is not an issue about money. We have spent and invested a lot of money in education over the years. This is a question of how we invest that money most effectively. Not even necessarily most efficiently, although that would be nice, but how do we invest it most effectively. Do we invest it through a Washington-based model or do we invest it through a locally based model?

The difference was so striking last week. The Washington-based model, with quality individuals working at the Department of Education, who have the best interests of our kids in mind, but for the second year in a row cannot even be held accountable for how they spent these education dollars on our kids. Compare that picture with the education department who cannot even take the time to put in place the policies, the procedures and the practices to track \$35 billion. Compare that to the caring and the passion that we saw on Friday where we had these individuals coming in and talking about what they were doing, improving test scores; integrating technology; reclaiming their kids; reclaiming their neighborhoods; and making a difference in their communities.

There was a concern demonstrated in attention to detail. A Department of Education that does not have the right policies and practices in place sends out erroneous information to 39 young people telling them they have a scholarship, when they really did not and then has to call them back, versus the local decision-making where the people that we saw last Friday are concerned about each and every child in that school and making sure that each and every one of those children is going to be successful, and doing what needs to be done to ensure that that is the result, forming the partnerships with business leaders, forming the partnerships with parents to make a real difference in their communities and these children's lives.

It is a really sharp contrast; a department that erroneously identifies scholarship winners, a department that makes duplicate payments, a department that prints forms wrong, a department that currently has a vigorous investigation into computer theft, a department that has fraud in a student loan program, and a department that has an account with over \$500 million in it, or at least in 1998, that they cannot tell us how it got there or where it is going.

Then compare that to the passion that, in many cases where these are charter schools, they are facing a lot of odds against their success. They have to build those schools. They do not get construction dollars. They just get their per-pupil funds. And in many cases they do not even get all the Federal dollars. The Federal dollars do not

follow these students. But in each one of these cases, they are people passionate for what they are doing in their communities.

I think the final element of a reform package in education is reforming the Department of Education into a research-based learning think tank that is a resource to the rest of the country, freeing up dollars within the bureaucracy to invest in our kids. So taking money out of Washington and putting it back in the classroom, that is the second step. The third step is taking money out of the process and moving it back to the local level, out of the red tape. And the fourth part is investing more in education by providing parents and businesses the opportunity to take credit, tax credits, for investing in education.

There is a formula for improving education, but it is taking decision-making out of Washington and moving it back to parents and local school districts where we can really make a difference.

GENERAL LEAVE

Mr. CROWLEY. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on the subject matter of my special order and the special order of the gentleman from Texas (Mr. GREEN).

The SPEAKER pro tempore (Mr. PEASE). Is there objection to the request of the gentleman from New York?

There was no objection.

GLOBAL HEALTH ACT OF 2000

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 1999, the gentleman from New York (Mr. CROWLEY) is recognized for 60 minutes.

Mr. CROWLEY. Mr. Speaker, today, we here in the United States, and throughout the world, are celebrating International Women's Day.

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Unfortunately, too many women in the world today have no cause for celebration. Nearly 600,000 women die each year from complications of pregnancy and child birth. That is one woman every minute. Of these deaths, 99 percent take place in the developing world, where maternal deaths account for up to one-third of all deaths of women of child-bearing age.

According to the World Health Organization, for every maternal death that occurs worldwide, an estimated 30 additional women suffer pregnancy-related health problems that can be permanently debilitating. A woman's lifetime risk of dying from pregnancy-related complications or during child birth can be as high as one in 15 in developing countries, as compared to one in 7,000 in developed countries.

Mr. Speaker, more than 150 million married women in developing nations