

who then become citizens, at a minimum 78.7 million people would be admitted over 20 years. That is four times the 18.9 million that the current law allows for today. Who has discussed the impact of that? And absolutely it is going to be more, in my view, than 78.7 million, for any number of reasons I will discuss.

In fact, if all the top quotas were hit, that number would hit 217 million, according to our calculations. The Heritage Foundation calculated the number to be about 200 million, I believe. Though that is the top number, Mr. Rector says a careful, conservative analysis of the legislation would lead him to believe that over 100 million people would actually come into America on a path to citizenship in 20 years. That is his best judgment. If somebody doesn't agree, I would like hear about it. One hundred million is five times the number that now can come into our country. It has not been discussed until today. Nobody has really discussed it but us today, that I know of. It is time to talk about that, wouldn't you think? Did anybody even know this was in the legislation? They would have passed this bill without an amendment just a few weeks ago. That was the plan around here, to move it on to conference. They say: Let's just get it out of here. Don't worry about what is in it, SESSIONS. Don't bother to read it, it is 614 pages. You know you will find something you don't like. That is kind of the talk going on around here.

We decided to read it. My staff actually came away stunned by the breadth and the size and scope of this legislation.

We need to talk about it more. I will have a few amendments. I am not going to try to file too many amendments. But we will talk about it as time goes.

I urge my colleagues to not say to yourself: Well, we need to pass something or I think I will vote for this bill, and maybe they will fix it in conference.

This is a piece of legislation that is extremely important to the people of this country of the United States. It is extremely important for our future as a Nation.

Mr. Rector said it is a matter of huge importance to our Nation.

We need to think about it.

If it is not the piece of legislation you thought it was, if it provides amnesty when they said it didn't, if you thought the workers were temporary and guest workers when they are permanent and on the route to citizenship, and you had no idea the number was going to be 100 million new people in the country permanently on the path to citizenship, five times the current number, then I ask you to vote no.

Let us back up here. Let us fix this bill or let us not pass this bill.

I thank the Chair.

I yield the floor.

I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

MORNING BUSINESS

Mr. FRIST. Mr. President, I ask unanimous consent that there now be period of morning business with Senators permitted to speak for up to 10 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

EDUCATION

Mr. REID. Mr. President, as we honor and celebrate America's teachers on National Teacher Appreciation Day, I thought it would be appropriate to say a few words about the state of education in my home State of Nevada.

I had an eye-opening meeting recently with the school superintendents from all corners of Nevada, and they shared the challenges that teachers and students face each day and ideas on what we can do to improve education. With only 17 school districts in the State, we have a unique situation where our education leaders can come together—in one room and around one table—for a discussion of the issues that concern them.

Even more remarkable is the unique diversity of Nevada's school districts. Our 17 school districts range from one of the Nation's largest and most diverse, Clark County, to vast, rural Esmeralda County, which has less than 100 students in the entire district. Such diversity makes Nevada a microcosm of the Nation and provides a snapshot of the varied needs of teachers and students across the country.

I met with many of the same superintendents during the early years of No Child Left Behind implementation to discuss the difficulties that their school districts were having in meeting the requirements of the new law.

When NCLB was passed, there were many who lauded President Bush's commitment to education. After all, who among us would allow any child to slip through the cracks in our education system if we could prevent it? None of us would do that. And at the time, many thought that this sweeping legislation would fill those gaps. Unfortunately, this hasn't been the case.

My own State of Nevada has suffered under the burden of unfunded mandates and punitive measures this law has imposed. But I want to give our educators in Nevada credit: from our teachers to our superintendents, they have all tried hard to comply with this law.

They have robbed Peter to pay Paul with their budgets. They have compromised on teaching art and history classes. They have shortened the time allotted for recess. And they have even tacked on extra reading or math classes.

Instead of resisting these requirements, they have tried to work within it, and I commend them for their unified efforts. But there is only so much they can do with a flawed law.

To be sure, Nevada isn't the only State that has struggled under this law. It is a national problem. School districts across the country are already trying to juggle school construction costs, increasing graduation rates, finding money for textbooks, reducing class sizes, and figuring out what to do about overcrowded high schools.

But, now, in its fourth year of implementation, most of us have heard similar stories about the many problems with No Child Left Behind.

So with an eye toward authorization of NCLB, I asked to meet with the State's school superintendents once again, not so much to discuss problems with the law, but, rather, ways to improve it and make it more responsive to the needs of our students and teachers. One after the other, these educators gave examples of how changes, some minor and others much larger, to the No Child Left Behind Act could help them to reach its stated goal.

No Child Left Behind is based on the premise that we can track the progress of every school by using a one-size-fits-all approach, including standardized tests. And what I heard from these superintendents was that their problems aren't standardized—so a one-size-fits-all approach doesn't always work.

In Clark County, Carla Steinforth talked about accommodating the more than 12,000 students that move into the county each year by building a school nearly every month.

Another of the more pervasive challenges that Nevada as a whole, and Clark County in particular, face: the influx of students who are not native English-speakers. There are so many children entering our public schools who don't speak English that—under the NCLB—most of our public schools will eventually be on the "watch-list" or considered a "failing school."

One idea to deal with the district's growing and constantly changing student population was to implement a "growth model" or accountability. Under such a model, student progress would be measured from year to year, rather than by measuring 1 year of student performance to another, as is currently being done. Keith Rheault, the State superintendent of education, said Nevada is pursuing this idea, under a pilot program that opens up this possibility to just a few States. Everyone, it seems, with the exception of the Federal Government, has recognized the need for greater flexibility under CLB.

A neighboring school system, Nye County, is growing but at a much slower rate than Clark County. Nye County is the largest school district in the continental United States. The superintendent, Rob Roberts, talked about the morale of many of the students, teachers, and parents, when their school has been labeled as a "failing school."

In rural Mineral County, Superintendent Steven Cook discussed the difficulty the district has had in retaining and attracting special education teachers. He talked about the