

provide in an accessible way for children and their families.

For low-income parents who are working multiple jobs as they send their kids to school, finding time to provide them with adequate medical checkups and dental screenings is often very difficult. The full-service community schools model locates these services at their children's schools, along with nutritional counseling, financial literacy education, and adult classes—services that in most communities are already offered—to make it easier for both students and parents to access these services under one roof. It also helps ensure parents have the tools they need to support their children's learning—so critically important to the children's success. Studies show that when children are healthy they learn better and have a better chance at academic success.

Maryland has been employing this model for several years now in the form of Judy Centers, named for my late wife, Judy Hoyer, who was an early childhood administrator in Prince George's County. The Maryland State Department of Education has found that children accessing services at Judy Centers perform better than their peers who did not when tested for kindergarten readiness. I know the gentleman from Illinois has similar evidence from a full-service community school program in his State. In his district, in fact, his university from which he graduated partners with that full-service school, Bradley University in Peoria.

The results are clear that the full-service community schools model has the potential—and in fact, in our own State, we have realized that potential—to help millions of low-income families across the country ensure that their children can do well in school and have a better shot at being college or career ready when they graduate. This is good for America. It is good for the children. It is good for their families. It is good for our competitiveness. This legislation, Madam Speaker, is an example of what is possible when we set differences aside and work together.

Now, AARON SCHOCK is a good friend of mine. He is a Republican and I am a Democrat, and some say, well, that doesn't really happen in Washington—but it does. Outside of the ambit of this bill, AARON and I have worked on a number of pieces of legislation, and I am proud of the fact that we are working on this legislation together on behalf of children, on behalf of families, on behalf of our country. This legislation is an example of what is possible when we set our differences aside, as I said. We work together across the aisle to make progress for those who are trying to make it in America for themselves and for their families.

I want to thank Representative SCHOCK for partnering with me on this effort, and I hope this Congress can come together, as the two of us have done, and work in a bipartisan fashion to pass this bill without delay.

#### FULL-SERVICE COMMUNITY SCHOOLS ACT

The SPEAKER pro tempore. The Chair recognizes the gentleman from Illinois (Mr. SCHOCK) for 5 minutes.

Mr. SCHOCK. Madam Speaker, I rise today in support of the Full-Service Community Schools Act of 2014, which I am pleased to be introducing with my friend, Mr. HOYER.

A strong education is the foundation our children need to succeed in life. Unfortunately, issues affecting students' home lives often interfere with their ability to achieve their true potential.

One innovation that seeks to overcome these burdens is full-service community schools. As Mr. HOYER mentioned, in my hometown of Peoria, Illinois, three of these schools have been created and are operated with the support of Bradley University. The Harrison full-service community school has many of these diverse programs.

Harrison promotes events such as Fitness with Firemen, which teaches students the importance of a healthy lifestyle, or Hawkeye News, which is another program that uses smart boards to let students write, produce, and read the news in both English and Spanish. LEGACY is yet another program that gives young people the skills they need to transition from grade school to high school and beyond.

The utility of these schools is further illustrated by the Trewyn full-service community school in Peoria. At Trewyn, the Riding Tigers Horse Club allows financially disadvantaged students to learn how to ride and take care of horses. The riding program has been so successful that it has attracted the attention of parents, many of whom have never had the privilege of riding a horse themselves. Trewyn is also committed to getting parents more actively involved in their children's educations with programs like the Parent Advisory Council. We all know that parental engagement is key to a child's success and learning, and successful alternative programs like this deserve a chance to positively impact our communities.

The program that best captures the collaboration between a full-service community school and the local community is Manual Academy's Academic Progress Conference, the APC. The APC program provides a platform for students to share their academic progress reports with the community and receive feedback from local community members. These gatherings have given community members greater insight to the challenges these students face in their community while also strengthening the ties between the students and the students' neighborhoods.

You see, full-service community school programs have received positive feedback from both school leaders and the parents. For example, parents have expressed to me that they have seen that full-service community schools

have promoted students' creativity outside the classroom, and school leaders have credited the program for allowing students to experience relevant school activities that are matched to their personal interests.

I can tell you, as a former school board member and as the youngest school board president in Illinois' history at District 150, I know the challenges that these parents, teachers, and school administrators face every day. Motivating these children to learn, teaching them and meeting their basic needs are a daily reality for everybody involved. If we don't do it, it doesn't happen. The full-service community schools are an important tool in this effort, and although relatively new to the Peoria area, these schools are making a difference to educators, to parents, and, most importantly, to the students.

The Full-Service Community Schools Act of 2014 will expand the opportunity for more schools to become full-service community schools and to see the benefit to the neighborhoods as well. As Congress continues to seek innovative solutions to address our national educational needs, the full-service community schools should play an important role.

Again, I want to thank my friend from Maryland (Mr. HOYER) for his leadership on this important cause. On a personal note, I want to join him in a fitting tribute to his late wife, without whom full-service community schools may never have enjoyed the remarkable success they have in his home State or in mine.

I look forward to working with Mr. HOYER on this effort, and I urge my colleagues to join us in supporting this important program throughout our country.

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#### CRISES IN UKRAINE AND NIGERIA

The SPEAKER pro tempore. The Chair recognizes the gentlewoman from Texas (Ms. JACKSON LEE) for 5 minutes.

Ms. JACKSON LEE. Madam Speaker, on Monday, I joined other Houstonians to express our sympathy by greeting citizens from the Netherlands and Malaysia after the enormous tragedy that occurred just 4 days ago, or more than 4 days ago, the shooting-down of the Malaysian flight over Ukraine territory, manned by an illegitimate government that thought it was appropriate to shoot missiles where no knowledge, allegedly, was gained or understood as to what it was, and hundreds of souls lost their lives.

I hope that today, as the remains will be reaching the soil of the Netherlands, we will all take a moment to reflect on that enormous tragedy.

As a senior member of the Homeland Security Committee, I am, obviously, extraordinarily disturbed because it pierced the sanctity of the international airways, and it says that