

In January of 1998, Fred Korematsu was awarded a Presidential Medal of Freedom, the nation's highest civilian honor, by President Bill Clinton. During the presentation, President Clinton said that the name Korematsu can be rightfully added to the list of Plessy, Brown, and Ferguson as the greatest civil rights pioneers in our Nation's history.

Mr. Speaker, I am honored to pay tribute to Fred Korematsu. Fred Korematsu is the epitome of a true patriot; someone who is not afraid to stand up for what is right and just. Although he is no longer with us, his legacy will continue to live on for generations to come. I ask all of my colleagues to join me in thanking Fred Korematsu for his steadfast commitment to civil rights and justice.

HONORING THE CONTRIBUTIONS OF WANDA KOLLAUS, KOENNECKE ELEMENTARY SCHOOL TEACHER OF THE YEAR

HON. HENRY CUELLAR

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 20, 2005

Mr. CUELLAR. Mr. Speaker, I rise to recognize the many accomplishments of Ms. Wanda Kollaus, Elementary School Teacher of the Year.

Ms. Kollaus has seventeen years of teaching experience. Twelve years of her career were spent with the Seguin Independent School District. She is a proud graduate of Seguin High School, and now gives back to the district that has given her so much.

Ms. Kollaus has a Bachelor's degree in Elementary Education from Southwest Texas State University, with a specialization in Science. She wants her students to "get into science," and works on a daily basis to develop their skills and enthusiasm.

She believes strongly that learning ought to continue outside the classroom, as well. She especially enjoys involving her students in the Seguin Outdoor Learning Center, and providing hands-on learning opportunities through the Environmental Science Academies. In addition, she often stays after school to work with students on special projects, to ensure that they each reach their potential and leave school with a highly developed love for and understanding of science.

Ms. Kollaus is one of our state's most enthusiastic educators, and her efforts are a credit to Seguin and to our state. I am proud to have the opportunity to recognize her here today.

TRIBUTE TO LISA ZAGAROLI

HON. JOHN D. DINGELL

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 20, 2005

Mr. DINGELL. Mr. Speaker, I rise today to pay tribute to Lisa Zagaroli, a correspondent with the Detroit News Washington bureau, for winning the Sigma Delta Chi Award from the Society of Professional Journalists for excellence in journalism. Ms. Zagaroli is being recognized for her work on "Military Menace: Deadly Vehicles," a series of stories on the hazards of military vehicles.

Ms. Zagaroli's work exposing insufficient training and safety for Army drivers is another fine example of her investigative journalism talents. Her stories in this series uncovered shortcomings in the Army that might have otherwise gone unnoticed in the public, and her efforts deserve recognition.

Ms. Zagaroli has been recognized for her excellent work before; this is Lisa's second award from the Society of Professional Journalists. Last year, she was recognized for a series of stories, "Unsafe Saviors," co-written with April Taylor, revealing poor ambulance design and regulation.

Ms. Zagaroli, originally from Michigan and known to be a dedicated Spartan fan, has been with the Detroit News for ten years and has covered the Michigan Congressional Delegation extensively. The daughter of first generation Italian immigrants, Lisa frequently travels to Rome and is currently on assignment covering the election of the new pope. She is a talented journalist and deserves this honor.

Mr. Speaker, I ask that all of my colleagues join me in commending Lisa Zagaroli for her superb series "Military Menace: Deadly Vehicles" and recognizing her for the award she is to receive.

INTEREST FREE FUNDS FOR PUBLIC SCHOOL CONSTRUCTION

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 20, 2005

Mr. RANGEL. Mr. Speaker, today I am introducing legislation that would provide \$25.2 billion in interest-free funds over the next two years for public school construction and modernization projects.

Currently, our public school system has extraordinary unmet needs for funds to construct and modernize schools. Consider the following facts:

- (1) The average age of a public school in the United States is 42 years.
- (2) One-third of all public schools in the United States are in need of extensive repair or replacement.
- (3) Three and a half million students attend schools that need major repair or replacement.
- (4) According to a recent report from the National Education Association, it will cost \$332 billion to bring the existing public schools into overall good condition. Billions more will be required to construct new schools to meet expanding student enrollments.

President Bush's education program places strong emphasis on raising standards in America's classrooms, but does not provide promised Federal help for the cost of additional testing and services required to reach that goal. His program also ignores the fact that school facilities are an important part of raising student performance. Inferior facilities make teaching more difficult. They also send a clear message to the students that this nation does not value their education. The President's program seems to be designed to fail.

My legislation will provide funds for school modernization projects through a federal tax credit. The tax credit will, in effect, pay the interest on \$25.2 billion of school modernization bonds. All decisions relating to how those funds would be used would continue to be made at the local level.

My legislation is based on a successful model, the Qualified Academy Bond (QZAB) program enacted in 1997. A California local school official described that program as a "local school district's dream" after having successfully participated in a bond offering subsidized under that program. U.S. Education Secretary Rodney Page endorsed a similar proposal in 1999 when he was Superintendent of the Houston schools. In a statement submitted to the Committee on Ways and Means, he said that school modernization bonds "represent the approach to Federal aid that will have a truly consequential impact on meeting the infrastructure needs of Houston and other large urban high poverty districts."

Mr. Speaker, America's future can only prosper with the proper education of our children, and our children cannot receive such education with our public schools in a dilapidated state. Modernizing our schools is an investment in our future, and should be a main, bipartisan priority in the 109th Congress.

Attached is a brief description of the bill and a table showing how the funds will be allocated among the States.

SUMMARY

The bill would subsidize \$25.2 billion in zero-interest school modernization bonds. The federal government would provide tax credits for the interest normally paid on a bond. Funds that would have gone to pay bond interest would be freed for other education needs. For each \$1000 of school bonds, the net benefit of the program to State or local school districts would be approximately \$500.

Funding: The bill divides the interest-free funds for public school construction and modernization as follows:

- (1) \$22 billion over two years for zero-interest school modernization bonds (\$11 billion in both 2006 and 2007). The bill would allocate 60 percent of the \$22 billion in bonds to states based on school-age population. The State education agency has the authority to allocate the State's share among the school districts in the State with no restrictions as to what schools can qualify. The remaining 40 percent of these bonds would be directly allocated to the 125 school districts with the largest number of low-income students based on ESEA Title I funding (poverty-based distribution).
- (2) \$400 million in school modernization bonds for Bureau of Indian Affairs (BIA) schools.
- (3) \$2.8 billion for expansion of the existing Qualified Zone Academy Bond program (QZAB). This amount is allocated among the States based upon the number of poor students. The State education agency has the authority to allocate the State's share among the school districts in the State; except that amount may be allocated only to schools with at least 35% poor students—those schools located in Empowerment Zones, Enterprise Communities or which have at least 35 percent of their students eligible for free or reduced price school lunch.

Federal Role: The federal government would provide a tax credit to the bond purchaser equal to the interest that would otherwise be paid on a school construction bond. No new federal bureaucracy would be created.

Cost: The five-year cost to the Federal government is approximately \$1.7 billion and the ten-year cost is approximately \$6.8 billion.

The following table shows the estimated allocations under the bill.