

has not only continued but has intensified since that time. The 2000–2001 League year marks the 50th anniversary of this outstanding organization with over 80 active members and over 200 sustainer members still dedicated to the goals established by its charter members.

The largest yearly project for the League is called Child Service Center through which students that are recognized as needing financial assistance are given new clothing, which is paid for by the League and Target. It is a day of shopping and fun for the children. They are allowed to choose the clothing so that when they put on these new clothes they feel they were a part of the selection and really own the clothes. This obviously helps to foster self-esteem, which is needed with some of these children. With a Fall and Spring Child Service Center, the League was able to clothe 915 students last year. For those not able to attend, the League offered clothing to an additional 199 students.

Volunteer opportunities within the League include: After School Assistance Program (ASAP), Domestic Violence, Kids on the Block (a puppet show used to teach children about domestic violence, handicapped people, or divorce), Teen Court, and Mentorship Program (where a mentor is paired with a student that is not doing well in school). These different volunteer placements change as the needs of the community change.

Mr. Speaker, League members have a strong history as State and community leaders, and I commend the Junior Service League of Panama City for their continuing legacy of service and achievement. I am delighted to congratulate them on its 50th Anniversary and I wish them many more years of successful service to their community.

#### SUPPORT FOR H.R. 3423

### HON. RONNIE SHOWS

OF MISSISSIPPI

IN THE HOUSE OF REPRESENTATIVES

Wednesday, December 19, 2001

Mr. SHOWS. Mr. Speaker, I am proud to be here, as a member of the House Veterans Affairs Committee to share my strong support for H.R. 3423.

In the days that followed September 11th, the depth of our loss was expressed in the thousands of testimonies of families and friends who lost loved ones in the World Trade Center, Pentagon and plane crash in Pennsylvania. We struggled as a nation to comprehend what had happened and collectively rose to pay tribute to the lives that were ended.

And as stories of these people's lives turned to stories of these people's funerals, we learned of an injustice that had been occurring for years. We learned of Captain Charles Burlingame, the pilot of Flight 77, who served a full reserve career in the Navy. We learned that if he had lived his full God Given life, one not destroyed by terrorist action, he would have been eligible for burial at Arlington National Cemetery—with all the rights and respect from the U.S. Government he had served so proudly. And yet, because his life ended, before he turned 60, he was denied

this honor; an honor for which he surely earned up till the last moment of his life. Today we change this.

We respect the sanctity of Arlington Cemetery's grounds and the special honor it offers those who served our nation with distinction. We recognize the limited burial grounds of the cemetery and so deliberated change to their rules with care. Having done this, we determined that service to one's nation, not age of one's life, should be the ultimate criterion for interment at Arlington. And so, in this bill we move forward in expanding our ability to provide appropriate tribute and reverence to more servicemen who have passed. We eliminate today the age requirement for retired reservists who would otherwise be eligible for in ground burial, and we grant families of reservists who died performing training duty the right to have their loved ones buried at Arlington.

This Holiday season, as we give thanks for our families and the strength of our nation, we recognize more than ever that our veterans are our heroes. They have shaped and sustained our nation with courage, sacrifice and faith. They have earned our respect and deserve our gratitude. Let us join together and do something meaningful by passing this legislation. It is the right thing to do.

#### PERSONAL EXPLANATION

### HON. LORETTA SANCHEZ

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, December 19, 2001

Ms. SANCHEZ. Mr. Speaker, on December 13, 1 was in Washington D.C. conducting official government business. It was my intention to vote on Rollcall No. 498, H. Res. 314, which would have suspended the rules and allowed suspension bills on Wednesday December 19. However, the electronic voting machine did not properly record my vote. I request that the CONGRESSIONAL RECORD reflect that had my vote been properly recorded I would have voted "nay" on Rollcall No. 498.

#### CONFERENCE REPORT ON H.R. 1, NO CHILD LEFT BEHIND ACT OF 2001

SPEECH OF

### HON. SILVESTRE REYES

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, December 13, 2001

Mr. REYES. Mr. Speaker, as Chair of the Congressional Hispanic Caucus (CHC), I am proud to support the Conference Report on H.R. 1, which reauthorizes the Elementary and Secondary Education Act (ESEA). I am pleased that the conferees included most of the CHC's priorities in the final bill, which will now go a long way to reduce the disparities in educational achievement between Hispanic and non-Hispanic children.

The Census Bureau projects that by the year 2030, Hispanic children will represent 25 percent of the total student population, and even the most recent Census figures show

that Hispanics are now on pace to become the nation's largest minority sooner than expected. Given these statistics, and the likelihood that many of these students will come from low-income households, the reauthorization of ESEA has been a significant priority for the Hispanic Community. With appropriate funding, many of the programs in H.R. 1 that we helped shape will improve the educational achievement of low-income and limited English proficient children.

I would like to share with my colleagues some of the important provisions affecting Hispanic students in H.R. 1 that the Hispanic Caucus helped develop. And in particular, I would like to thank my colleague, Congressman RUBÉN HINOJOSA, who has worked tirelessly on education issues in his capacity as Chair of the CHC Education Task Force. I do not believe we would be where we are today if it were not for his dedication to expanding academic opportunities.

First of all, bilingual education programs are important to limited English proficiency (LEP) children because they build on native language proficiency to make the transition to all-English academic instruction. Without this foundation, many children will not be prepared to perform to high academic standards.

H.R. 1 sets a "trigger" of \$650 million at which bilingual education would convert from its current competitive grant structure to a new formula grant, consolidated along with immigrant education. This new formula, accompanied by a significant increase in appropriations, will extend bilingual education to millions of eligible students who currently do not receive bilingual education services.

The Conference Report does not require parental consent before students are placed in bilingual education, even though opponents of bilingual education fought hard for this and included it in the original House version of this bill. Instead, the conference compromise continues to maintain the current "opt-out" system, favored by the Hispanic Caucus. Schools will be required to notify parents if their children are placed in bilingual education and parents will be given the information they need to immediately transfer their children to English-only classes, if they want. This system will ensure that LEP students are not deprived of services that will help them succeed academically, while giving parents flexibility and choice.

It is estimated that 50,000 new bilingual education teachers are needed to meet the demands of a growing limited English proficient student population. At our insistence, H.R. 1 now includes a set-aside program for professional development to improve the qualifications of existing teachers and to recruit and train new teachers. The program will authorize two funding sources: one through the federal government and the other through the states. In an additional boost to improving teacher quality, the Conference Report retains a national clearinghouse for information and data on bilingual education. The compilation and distribution of this data provides important information to educators on how to improve the quality of bilingual education.

Opponents of bilingual education favored placing a three year limit on how long students can be enrolled in bilingual education regardless of what level of English proficiency they