the country. In the last session of Congress, we, in fact, increased the appropriation level by 27 percent for special education needs. But nevertheless, we have a responsibility to fund that at 40 percent of the per pupil expenditure throughout the country. Even with that 27 percent increase last year, we are still only funding our share at slightly less than 15 percent of the 40 percent that we should be doing for local school districts.

This is the number one issue I hear about back home from teachers and administrators and parents, that if we can do one thing right in this session of Congress, that is to live up to our responsibility and fully fund IDEA. But the fact that we are not funding it at the appropriate level has a dramatic impact on countless students across the country.

Just some quick numbers. Roughly 6.4 million disabled children in America receive special education services. There are 116,000 of these students in my home State of Wisconsin alone identified as needing special education services. By 2010, it is expected that there will be an additional half a million students served by special education nationwide.

With the advancement of medical technology and medical breakthroughs, school funding is on a collision course with modern medicine. Children who normally would not have survived to school age are now entering the public school system, increasing the responsibility of providing a quality education for these kids, along with the incumbent expense that comes along with it. I believe that this is more than just an education issue, it is a civil rights issue, that we make good by these students who, through particular needs, require more attention and more resources to meet their educational potential.

As elected officials here in Congress, I believe it is our obligation to ensure that funding for programs assisting students with special needs meets the needs of the schools struggling to be fair and inclusive for these students in the school system. In fact, it is one of the fastest growing areas of virtually every school district budget throughout the country, and will continue to be so. Special education services will require a greater responsibility for us here in Washington and to live up to the commitment and the promises that we have made in the past. First, with the passage of the Education for All Handicapped Children Act of 1975, and then with the act which was renamed the Individuals With Disabilities Act back in 1990.

Now, recently, 40 of my new Democratic colleagues here in Congress wrote to President Bush calling for the administration to commit greater resources to the IDEA mission. We are striving to see that that 40 percent Federal responsibility in special education funding as required by law is, in fact, honored. We believe it is a matter of budgetary priorities, and we hope that the administration, when they finally submit a detailed budget plan, will show that commitment to IDEA funding. But, at the very least, we hope it will show the continued commitment that we have established now over the last couple of years in Congress for increasing Federal appropriations so we can finally achieve full funding at 40 percent.

We also advocate increasing the Federal appropriations for part D of IDEA, which is used to provide professional development opportunities to special education instructors and staff. Again, it is a constant refrain that we hear from the school officials back in our school districts.

It is imperative, however, that we do not embrace full funding of IDEA in exchange for reduced Federal funding for other ESEA-related programs. In this era of unprecedented budget surpluses, we have a unique opportunity to provide effective government support that is most sought after by American families and we should not squander this opportunity by shortchanging any of our children's educational potential.

FULL FUNDING FOR IDEA

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Oregon (Ms. HOOLEY of Oregon) is recognized for 5 minutes.

Ms. HOOLEY of Oregon. Mr. Speaker, I rise today to speak briefly about an issue that has become very near and dear to my heart. I spent the last several months speaking to superintendents, teachers, parents, and community leaders across my district, and one of the issues they say is the most important to them is full funding. When I talk about full funding, this is for the Individuals With Disabilities Education Act, full funding which, in this case, means going up to 40 percent of the excess cost.

Mr. Speaker, we began this discussion 26 years ago when we agreed with States and local education agencies that we should provide a free and appropriate education to every child who has a disability. We knew this was going to require a large investment, not only by the States and local school districts, but by the Federal Government as well. The Federal Government made a promise. They said, we are going to pay up to 40 percent of the excess costs for every student. However, we have not done that. In fact, this year we are doing the most we have ever done, and we are up to less than 15 percent.

I participated in a lot of conversations regarding full funding of IDEA in the past couple of months with my colleagues, committee staff and leadership. Full funding is a large investment, I understand that, and it raises some concerns. One of the concerns I have heard is that if we increase the amount of money going to the States to educate children with disabilities, that the school districts will over-identify these children to get more money. Well, I want to tell my colleagues that that is simply not true. Let us talk about the real situation that is happening in our schools.

Again, the Federal Government right now is giving a little over one-third of the money that they promised 26 years ago; and as a result of this underfunding, what has happened is schools have had to pull money out of other programs to make up for it. They have had to pull money out of textbooks and after-school programs and additional teachers. As a consequence, what we are seeing is an under-identification of children with disabilities. School districts hesitate to label a child with learning disabilities or behavioral problems or mental disorders because they cannot afford to provide them the services they need. Fully funding IDEA will not result in a mass frenzy of school districts to label as many children as they can with disabilities. In fact, just the opposite will happen. If we can get young children the services they need early on, we may prevent a need for more drastic intervention later on.

Mr. Speaker, I have introduced bipartisan legislation with the gentlewoman from Connecticut (Mrs. JOHNSON) and many of my colleagues here today. Our bill would authorize funding to bring the Federal Government's share of educating children with disabilities up to the 40 percent mark by 2006, so we are trying to do it over a period of time. It is expensive. This increase will cost about $3 billion a year. It is a large investment, but we must remember, if we do not pay our fair share of the cost, our share does not just go away; someone else is covering for us.

Mr. Speaker, it is time we kept the promise that we made to our children 26 years ago and invest in the education of every child.

REINTRODUCTION OF SPOUSAL REUNIFICATION ACT

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New Jersey (Mr. PALLONE) is recognized for 5 minutes.

Mr. PALLONE. Mr. Speaker, I rise today to ask that my colleagues join me in supporting legislation that I reintroduced today that would permit the admission into the United States of nonimmigrant visitors who are the spouses and children of permanent resident aliens residing and working in this country.

This legislation is intended to fill a void in our current immigration policy