

simplify burdensome regulations under IDEA and for Congress to adopt statutory changes that would provide relief to the nation's special education and general education teachers who dedicate their careers to educating children with special needs.

The goal of this Committee is to ensure that all students receive a quality education. Currently, teachers are forced to spend too much time on an overwhelming paperwork burden and not enough time on important needs, like lesson plans and parent-teacher conferences. This bill will help teachers move beyond simply having enough time to comply with regulations and allow them to focus on what is really important, reach achievement for our students with special needs. The current paperwork structure provides a real threat to ensuring that the maximum available resources are focused on a quality education for students with special needs.

Currently, there's a growing shortage of qualified teachers, particularly in special education. Special education teachers are being driven out of the profession in frustration over the seemingly endless stream of red tape and paperwork associated with IDEA. This year, President Bush signed the No Child Left Behind Act into law. NCLB requires that all children with special needs who attend federally funded schools have the opportunity to learn from a highly qualified special education teacher. States must submit a plan to ensure all special education teachers are highly qualified by the end of the 2005–2006 school year. We must do all we can to ensure that every child with special needs is receiving a quality education.

In our hearings, the Committee heard from school principals, administrators, and others voicing frustrations with their schools' efforts to provide services to students as required by their individualized education programs (IEPs) when paperwork requirements compete with available instructional time. In Fairfax County, Virginia, for example, professionals spend on average 83.5 hours on paperwork for a student who qualifies for service under IDEA, from initial referral to development of the IEP—all this before a student even starts to receive services under IDEA. As one principal testified at a hearing earlier this year, "teachers find themselves between a rock and a hard place . . . with unyielding demands made on their time. When something gives, the impact is either on the teacher or the student, two of our most valuable resources."

According to the Council for Exceptional Children (CEC), "too often in special education practice, compliance-related documentation is stressed over thoughtful decision-making for children and youth and their families. No barrier to delivering quality services is more problematic to special educators than paperwork." CEC estimates that 4 hours of pre-meeting time is needed for review and revision of the average IEP going into each IEP meeting. In addition, CEC reports that a majority of special educators estimate that they spend a day or more each week on paperwork, and eighty-three percent report spending from half to one-and-a-half days per week in IEP-related meetings.

Teacher quality is perhaps the most important factor in ensuring the progress of students with special needs. We're asking a lot of America's special education teachers, and they deserve our full support. That's why Representative KELLER's bill is so important.

Representative KELLER's proposed amendments to IDEA will help bring good teachers to classrooms by identifying and simplifying burdensome statutory provisions in IDEA, and it will do so while preserving the quality of education provided to children with special needs. They are innovative, provide much-needed flexibility to the nation's special education system, and will be, I believe, non-controversial in nature.

This legislation streamlines and increases the effectiveness of many provisions within IDEA. It directs the Secretary of Education to identify, develop, and disseminate model forms for individualized education programs (IEPs), procedural safeguard notices, and prior written notice report requirements that incorporate all relevant federal statutory and regulatory requirements under IDEA. In addition, the legislation allows states that receive funds under Part B of IDEA to permit local educational agencies in each state to develop a three-year IEP (in lieu of an annual IEP) for each child with a disability. Representative KELLER's bill would also create a pilot program allowing the Secretary to waive paperwork requirements under IDEA to 10 states based on their proposals for reducing paperwork and non-classroom time spent fulfilling statutory and regulatory requirements. These initiatives, and others in the bill, will promote innovation and provide much-needed flexibility for states as they implement IDEA and its accompanying federal, state, and local regulations.

The IDEA Paperwork Reduction Act of 2002 will take us one step closer to reducing burdensome rules under IDEA and allowing teachers and administrators the time to do their job of educating children with special needs more efficiently and effectively. I urge my colleagues to support this legislation.

EXPRESSING SUPPORT FOR PRESIDENT'S 2002 NATIONAL DRUG CONTROL STRATEGY

SPEECH OF

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Monday, October 7, 2002

Mr. RANGEL. Mr. Speaker, I rise today in advocacy of H. Res. 569, legislation expressing support for the President's 2002 National Drug Control Strategy to reduce illegal drug use in the United States.

Nearly 20,000 Americans, many of them children, die from drug related incidences every year. This ongoing drug menace is the gravest threat to our youth whether they are killed by drug overdoses or are caught in the crossfire of rival drug gangs.

When some claim that Iraq poses the most imminent threat to our national security, I see a more imminent threat in the well-established link between the profits from illegal drug dealing and the financing of many of the world's leading terrorist organizations. These organizations include the Taliban, al-Qaeda, and the Fuerzas Armadas Revolucionarias de Colombia.

It is because of these threats that I am proud of the efforts of law enforcement in the eradication of illegal drug use. In supporting this bill we honor the efforts of those who fight on the front lines of the Nation's struggle

against illegal drug use. The drug menace is truly a threat to our homeland security.

RECOGNIZING ACHIEVEMENTS AND LIFE OF DR. ROBERTO CRUZ

HON. ZOE LOFGREN

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 9, 2002

Ms. LOFGREN. Mr. Speaker, today, I rise to recognize the achievements and life of Dr. Roberto Cruz, founder and first President of the National Hispanic University (NHU) in San Jose, California. I am proud to have known Dr. Cruz for over 20 years, and have seen first hand tireless work to establish and expand NHU, one of only three Hispanic universities in the nation, and the only one west of Chicago.

Born and raised in Corpus Christi, Texas, Dr. Cruz received his bachelor's degree from Wichita State University in 1964 thanks to a football scholarship. A star middle linebacker and center, Dr. Cruz passed on opportunities to play football professionally in order to teach junior high school in Stockton California.

Seeing the need to improve the educational system, he went on to earn his doctorate from the University of California at Berkeley in 1971. That same year, he established the Bay Area Bilingual Education League (BABEL), a consortium of schools and educational institutions developing bilingual education for students in Oakland and Berkeley. By 1976 he was an education professor at Stanford University, where he was appalled at how few Latinos enrolled at colleges.

In 1981, Dr. Cruz and a group of loyal supporters established The National Hispanic University in a two-room building in Oakland, California. The goal was to address the learning needs of Hispanics and other minorities, especially non-native English speakers. Over the last 20 years, he has built NHU into a quality, accredited, private four-year university for all.

In the few weeks before he passed away on September 4, San Jose's planning commission approved his ambitious proposal to transform the private college, housed in an old elementary school, into a three-story, \$18 million full-fledged university campus.

A few weeks earlier, NHU made history by becoming the first Hispanic four-year university to be accredited by the prestigious Western Association of Schools and Colleges (WASC), an organization that only accredits 155 colleges and universities from among 3,000 institutions in the region. With this accreditation NHU joins Stanford and the University of California as a nationally and regionally accredited and recognized institution.

Dr. Roberto Cruz left us a legacy of young people who have a future because, through the power of education, he let them have one. He proved that Si se puede!

RECOGNIZING THE ACHIEVEMENTS OF THE REPUBLIC OF CHINA ON ITS NATIONAL DAY

HON. DARRELL E. ISSA

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 9, 2002

Mr. ISSA. Mr. Speaker, I rise today to congratulate President Chen Shui-bian, Vice