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## Senate

The Senate met at 9:30 a.m. and was called to order by the Honorable JACK REED, a Senator from the State of Rhode Island.

### PRAYER

The Chaplain, Dr. Lloyd John Ogilvie, offered the following prayer:

Almighty God, we cherish our freedom but remember that freedom is not free. This week, as we prepare for the Fourth of July celebration, we remember that freedom cost the signers of the Declaration of Independence a great deal. On that hallowed document, 56 men placed their names beneath the declaration and pledged their lives, their fortunes, and their sacred honor. And they did, indeed, pay the price for freedom.

Of the 56 men, few were long in service: Five were captured and tortured before they died; twelve had their homes ransacked, looted, occupied by the enemy, or burned; two lost their sons in the Army; one had two sons captured; 9 of the 56 men died during the war from its hardships. They served in Congress without pay and they loaned their money to fight the war and were never reimbursed.

Thank You, Lord, for great leaders in every generation. We are grateful for the men and women of this Senate as they commit their lives and sacred honors for our beloved Nation and the cause of freedom. "Long may our land be bright, with freedom's holy light!" Amen.

### PLEDGE OF ALLEGIANCE

The Honorable JACK REED led the Pledge of Allegiance, as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

### APPOINTMENT OF ACTING PRESIDENT PRO TEMPORE

The PRESIDING OFFICER. The clerk will please read a communication to the Senate from the President pro tempore (Mr. BYRD).

The legislative clerk read the following letter:

U.S. SENATE,  
PRESIDENT PRO TEMPORE,  
Washington, DC, June 26, 2002.

To the Senate:

Under the provisions of rule I, paragraph 3, of the Standing Rules of the Senate, I hereby appoint the Honorable JACK REED, a Senator from the State of Rhode Island, to perform the duties of the Chair.

ROBERT C. BYRD,  
President pro tempore.

Mr. REED thereupon assumed the chair as Acting President pro tempore.

### RECOGNITION OF THE ACTING MAJORITY LEADER

The ACTING PRESIDENT pro tempore. The Senator from Nevada is recognized.

Mr. REID. Thank you very much, Mr. President.

### MEASURE PLACED ON THE CALENDAR—H.R. 3971

Mr. REID. Mr. President, I understand H.R. 3971 is at the desk and due for its second reading.

The ACTING PRESIDENT pro tempore. The Senator is correct.

Mr. REID. I ask that H.R. 3971 be read for a second time, but then I would object to any further proceedings at this time.

The ACTING PRESIDENT pro tempore. The clerk will read the title of the bill for the second time.

The legislative clerk read as follows:

A bill (H.R. 3971) to provide for an independent investigation of Forest Service firefighter deaths that are caused by wildfire entrapment or burnover.

The ACTING PRESIDENT pro tempore. Objection to further proceeding

on the bill having been heard, the bill will be placed on the calendar.

### SCHEDULE

Mr. REID. Mr. President, the Senate will be in a period of morning business, which the Chair will announce shortly, with the first 30 minutes under the control of the majority leader, and our first speaker, Senator KENNEDY, will be his designee, and the second 30 minutes under the control of the Republican leader. There will be additional time for morning business—probably 20, 25 minutes—and that will be equally divided in the usual form. At 11 a.m. the Senate will resume the Department of Defense authorization bill.

Last night the majority leader filed a cloture motion. Therefore, all first-degree amendments must be filed prior to 1 p.m. today. Any amendments that have already been filed do not need to be refiled.

The two managers of the bill have a number of amendments they hope to have approved, because they have been cleared on both sides, at or around 11 o'clock. At that time, the two managers will announce how they wish to proceed on the legislation.

### RESERVATION OF LEADER TIME

The ACTING PRESIDENT pro tempore. Under the previous order, the leadership time is reserved.

### MORNING BUSINESS

The ACTING PRESIDENT pro tempore. Under the previous order, there will now be a period for the transaction of morning business not to extend beyond the hour of 11 a.m., with Senators permitted to speak therein for up to 10 minutes each.

The Senator from Massachusetts.

Mr. KENNEDY. Thank you, Mr. President.

• This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.



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## HISPANIC EDUCATION

Mr. KENNEDY. Mr. President, over the period of these past weeks, a number of us have tried to report to our Senate colleagues and to the American people about the state of education in the nation, and of our public school system. We had supported and passed a very important piece of legislation last year called Leave No Child Behind. That was a bipartisan effort.

We take a great deal of pride in working together to achieve what I think is most families' number one concern. Perhaps lurking in their minds are questions about terrorism, but if you go beyond that, if they are young couples, they are concerned about education. Perhaps if they are older, they are concerned about prescription drugs and the issue of health care. But the quality of education is something that is universal in terms of the concerns of families across this country.

Most parents want their children educated. They want their schools to teach. And the actions that were taken last year gave us a great opportunity to achieve this goal.

Over the period of the past weeks, we have tried to point out where we are on this road toward achieving quality education. We have tried to go over the various aspects of the legislation.

Our committee is now focused on implementation, and following the administration's proposal as it is drafting the rules and regulations. We want to make sure they are going to be in accord with the law that passed. There is no reason to doubt that will be the case, but it takes careful review. Our constituents want us to make sure that is the case.

Secondly, as we saw during the course of the debate, money in and of itself is not going to provide reform. But reform without resources is no reform at all.

Last year we had education reform, and we had resources. But we are now in a situation, as we are looking forward to this fall—and it is not that far away; many children will go back to school in August; and we are almost to the 1st of July—that at the present time we have to ask ourselves, how did we end up last year, and what can we look forward to this coming year in terms of our public school system?

This morning I would like to talk about what is happening in the public school system to a very special group of children—Hispanic children—that are emerging as an enormously important force. Hispanics are already an important force in every aspect of American life.

Last week our Committee released "Keeping the Promise: Hispanic Education and America's Future." When we talk about the words, "no child left behind," we mean no child left behind. No child in any part of our country being left behind.

This excellent report, which was co-authored by the Congressional His-

panic Caucus, and our Democratic Hispanic Education Task Force, is an excellent report that is available to our colleagues in the Senate and also to the American people, to tell us about what is happening. The news is not good.

We are committed on our side of the aisle, and we hope we will be joined by others, to try and do something about it. Because if we are truly going to be committed to leaving no child left behind, we do not want to see Hispanic children being left behind. But that is what is happening.

We have legislation that has the title, "No Child Left Behind," but it is irresponsible to not live up to our commitment. Look at what is happening in the schools across the country. When you look at the state of education, you'll find that we are leaving Hispanic children behind.

The fact is, we have seen, over the period of the recent years, an important growth in terms of those Hispanic children.

The number of Hispanic school children has grown by 61 percent since 1990—a rate faster than any other community. If we look at the growth in the immigrant student population from 1970 to 1995, that population has grown from 3.5 million to 8.6 million. If we look at the growth in limited English proficient students, we see, again, the dramatic growth by 105 percent and these are children that are attending our public schools. So, we have seen the growth in the numbers.

It is interesting, a great deal of that growth has been in different areas of the country. We have had an over 250 percent growth in the population of Hispanic children in Arkansas, Georgia, North Carolina, and Tennessee; a growth of over 140 percent in Iowa, Kentucky, Nebraska, Minnesota, Nevada, and South Carolina. Many of those school districts have not had the opportunity of developing either bilingual or language support programs to help these children develop their English and other academic skills. They need help and we can't set them adrift.

As a result, we find many of these communities are not serving these population. The results are coming in, and they are enormously distressing. Across the country, Hispanics—Hispanic children in the Nation's largest Hispanic serving school districts—are trailing Anglo students in reading achievement by an average of 30 points. In math, they fall behind by an average of 27 points. We also have the rather startling statistics that on average across the country we are spending \$1,000 less per student in economically disadvantaged schools than in schools with large concentrations of high-income students, in terms of investing in those children for education. Again, not that money is everything, but we're finding out that students are being shortchanged, not only in terms of investment, but in terms of qualified

teachers instructing Hispanic students in many classrooms.

Those teachers who are working in some of the most difficult circumstances often need training and support to help those students, and may not be qualified in terms of technical training. We want to make sure they are going to get that training. But these are dedicated people working in very difficult circumstances. The fact is, they lack those kinds of professional qualifications. The number of unqualified teachers working with Hispanic students in predominantly minority schools is twice the national average.

We have unqualified teachers, we are not investing in these children, and we are seeing the results.

The fact is, you can say there must be other circumstances contributing to it. Sure, there are circumstances. But the good news is, when you invest in these children, you find that they make progress towards meeting high standards. We have seen examples of that. In Miami, the gap in math between Hispanics and Anglos has been narrowed by 6.7 points—faster than the progress made in the state of Florida. In the most recent years Houston has narrowed their achievement gap in math by 6.5 points over Texas. The gap has been narrowed very significantly in recent years, and that is because we have invested in those programs, have invested in an infrastructure to serve Hispanic kids in those districts, and that has made a difference: extra academic assistance for those children; supplementary services; afterschool programs; upgrading the skills of their teachers; and reducing class size.

As a Nation, we are moving away from that. Instead of moving in the correct direction, we are moving in the wrong direction.

We have a responsibility here. When we look at the budget submitted by the administration in key areas of investment in quality teachers, in recruitment and professional development and retention of teachers, we find there is an empty promise. We had a significant increase that was worked out by the Democrats and Republicans last year, some \$742 million. The increase this year is effectively zero.

We have to ask ourselves: Don't we need to invest in quality teachers? The answer is yes. Are there results if we do not? The answer is yes. How is it reflected? By the deterioration in the quality of education that is reaching a major constituency.

We can ask: Does the administration understand what is happening out there in terms of children, in terms of limited English proficient and immigrant children? Last year we had an increase of \$219 million in programs to serve those children, empowering local communities to implement proven, effective programs to help in the successful transition of these children into American Society.

What do we have this year? Zero. Don't we take into consideration the