

daily life after graduation is also an important aspect of the job.

Special education teachers help general educators adapt curriculum materials and teaching techniques to meet the needs of students with disabilities. They coordinate the work of teachers, teacher assistants and related personnel, such as therapists and social workers, to meet the individualized needs of the student within inclusive special education programs.

Whether teaching a class of special education students or working with individual students in a general classroom, special education teachers ensure that all students have access to a quality education. Today, we salute them for their commitment and dedication.

I support this resolution, and I ask my colleagues to do the same.

I yield back the balance of my time.

Ms. HIRONO. Mr. Speaker, in closing, among the cadre of our educators all across our country who deserve our thanks and recognition, our special education teachers occupy a particularly special place.

I urge my colleagues to support this resolution.

Mr. SESSIONS. Mr. Speaker, it gives me great pleasure to discuss H. Con. Res. 284, legislation to recognize the work and importance of special education teachers in America.

In 1972, the United States Supreme Court ruled that children with disabilities have the right to the same quality public school education as their nondisabled peers. To fulfill this promise, in 1975 the United States Congress passed the Education of all Handicapped Children Act (EHA), which we now know as the Individuals with Disabilities Education Act or IDEA, guaranteeing students with disabilities the right to a quality and appropriate public education.

It has been almost 40 years that children with special needs were granted the right and opportunity to obtain an education equal to every other child's in our country.

IDEA provides these individuals the opportunity to improve their quality of life through education while translating that to job skills in the real world.

Speaking as the parent of a child with special needs, I will always be grateful and indebted to the individuals we are honoring in today's resolution. They have dedicated their lives to improving the education of those students who begin with an intellectual or physical disadvantage than their peers.

According to the Department of Education approximately 6,600,000 children receive special education services; this is about 13 percent of our Pre-K, Elementary & Secondary student population in the United States combined.

In our school systems there are roughly 370,000 highly qualified special education teachers who wake up every day ready to educate children with special needs, while extending a hand to support the parents of these students during difficult times.

Distinct from the rest of their colleagues in the teaching profession, special education teachers work with students who have a range of disabilities that can consist of specific learn-

ing disabilities, physical impairments, speech or language impairments, autism, and other health and mental impairments.

While learning to engage and attend to every individual student's needs, special education teachers must also interact and coordinate with a child's parents or legal guardians, social workers, school psychologists, occupational and physical therapists, and school administrators, as well as other educators to provide the best quality education for their students.

In addition, these educators must produce innovative methods to maximize the learning capacity of each student, to make learning as easy as possible.

Recently I received a letter from a special education teacher in Texas,

Her name is Sunni McAsey and it reads

"I pick up my students from the bus stop 15 minutes before other teachers have students arrive in their classrooms. I am responsible for these students from the minute they arrive on campus until the minute they leave. Anything that happens with these kids is my sole responsibility. My students' abilities range from the intellectual capacity of a third grader to that of a 9 month old, all in one classroom, and each lesson that I create must be meaningful to every child in the room. My relationship with each child's parents is very close and I know more about each child than any teacher who teaches non-disabled students alone. I interact daily with parents who have accepted the cards dealt to them and are supportive of my work, but I have parents who are still grieving over their child's disability. My job includes so much more than most people are aware. I am a teacher, a nurse, a counselor, a parent, a disciplinarian, and everything else for these kids 8 hours a day. Why do I do it, you wonder? Because I truly love these kids. Even the slightest little gain is a big deal that we celebrate! Every gain is worth it in these kids' lives as well as their parents . . . Sincerely a teacher who wants to make a difference"

Mr. Speaker, teachers like Sunni McAsey deserve to be recognized for their hard work and dedication to educating our youth.

This resolution is the first of its kind in Congress to recognize the dedication and hard work that these educators put into their jobs, day in and day out.

My colleagues on both sides of the aisle recognize the importance of these teachers and their everyday work.

We are approaching almost 40 years in which children with special needs were given the right to obtain the same quality education as their non-disabled peers, and it's time we honored those providing that education.

I ask all of my colleagues to support this resolution that recognizes the work and importance of special education teachers in America.

Mr. HIRONO. I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Hawaii (Ms. HIRONO) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 284, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Ms. HIRONO. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

□ 1430

MAJOR GENERAL DAVID F. WHERLEY, JR. DISTRICT OF COLUMBIA NATIONAL GUARD RETENTION AND COLLEGE ACCESS ACT

Ms. NORTON. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3913) to direct the Mayor of the District of Columbia to establish a District of Columbia National Guard Educational Assistance Program to encourage the enlistment and retention of persons in the District of Columbia National Guard by providing financial assistance to enable members of the National Guard of the District of Columbia to attend undergraduate, vocational, or technical courses, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 3913

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

**SECTION 1. DISTRICT OF COLUMBIA NATIONAL GUARD EDUCATIONAL ASSISTANCE PROGRAM.**

The Act entitled "An Act to provide for the organization of the militia of the District of Columbia", approved March 1, 1889 (sec. 49—101 et seq., D.C. Official Code) is amended by adding at the end the following new title:

**"TITLE II—EDUCATIONAL ASSISTANCE PROGRAM**

**"SEC. 201. SHORT TITLE; FINDINGS.**

"(a) SHORT TITLE.—This title may be cited as the 'Major General David F. Wherley, Jr. District of Columbia National Guard Retention and College Access Act'.

"(b) FINDINGS.—Congress makes the following findings:

"(1) The District of Columbia National Guard is under the exclusive jurisdiction of the President of the United States as Commander-in-Chief and, unlike other National Guards, is permanently federalized.

"(2) The District of Columbia National Guard is unique and differs from the National Guards of the several States in that the District of Columbia National Guard is responsible, not only for residents of the District of Columbia, but also for a special and unique mission and obligation as a result of the extensive presence of the Federal Government in the District of Columbia.

"(3) Consequently, the President of the United States, rather than the chief executive of the District of Columbia, is in command of the District of Columbia National Guard, and only the President can call up the District of Columbia National Guard even for local emergencies.

"(4) The District of Columbia National Guard has been specifically trained to address the unique emergencies that may occur regarding the presence of the Federal Government in the District of Columbia.

"(5) The great majority of the members of the District of Columbia National Guard actually live in Maryland or Virginia, rather than in the District of Columbia.

“(6) The District of Columbia National Guard has been experiencing a disproportionate decline in force in comparison to the National Guards of Maryland and Virginia.

“(7) The States of Maryland and Virginia provide additional recruiting and retention incentives, such as educational benefits, in order to maintain their force, and their National Guards have drawn recruits from the District of Columbia at a rate that puts at risk the maintenance of the necessary force levels for the District of Columbia National Guard.

“(8) Funds for an educational benefit for members of the District of Columbia National Guard would provide an incentive to help reverse the loss of members to nearby National Guards and allow for maintenance and increase of necessary District of Columbia National Guard personnel.

“(9) The loss of members of the District of Columbia National Guard could adversely affect the readiness of the District of Columbia National Guard to respond in the event of a terrorist attack on the capital of the United States.

**“SEC. 202. DISTRICT OF COLUMBIA NATIONAL GUARD EDUCATIONAL ASSISTANCE PROGRAM.**

“(a) EDUCATIONAL ASSISTANCE PROGRAM AUTHORIZED.—The Mayor of the District of Columbia, in coordination with the commanding general of the District of Columbia National Guard, shall establish a program under which the Mayor may provide financial assistance to an eligible member of the District of Columbia National Guard to assist the member in covering expenses incurred by the member while enrolled in an approved institution of higher education to pursue the member's first undergraduate, masters, vocational, or technical degree or certification.

“(b) ELIGIBILITY.—

“(1) CRITERIA.—A member of the District of Columbia National Guard is eligible to receive assistance under the program established under this title if the commanding general of the District of Columbia National Guard certifies to the Mayor the following:

“(A) The member has satisfactorily completed required initial active duty service.

“(B) The member has executed a written agreement to serve in the District of Columbia National Guard for a period of not less than 6 years.

“(C) The member is not receiving a Reserve Officer Training Corps scholarship.

“(2) MAINTENANCE OF ELIGIBILITY.—To continue to be eligible for financial assistance under the program, a member of the District of Columbia National Guard must—

“(A) be satisfactorily performing duty in the District of Columbia National Guard in accordance with regulations of the National Guard (as certified to the Mayor by the commanding general of the District of Columbia National Guard);

“(B) be enrolled on a full-time or part-time basis in an approved institution of higher education; and

“(C) maintain satisfactory progress in the course of study the member is pursuing, determined in accordance with section 484(c) of the Higher Education Act of 1965 (20 U.S.C. 1091(c)).

**“SEC. 203. TREATMENT OF ASSISTANCE PROVIDED.**

“(a) PERMITTED USE OF FUNDS.—Financial assistance received by a member of the District of Columbia National Guard under the program under this title may be used to cover—

“(1) tuition and fees charged by an approved institution of higher education involved;

“(2) the cost of books; and

“(3) laboratory expenses.

“(b) AMOUNT OF ASSISTANCE.—The amount of financial assistance provided to a member of the District of Columbia National Guard under the program may be up to \$400 per credit hour, but not to exceed \$6,000 per year. If the Mayor determines that the amount available to provide assistance under this title in any year will be insufficient, the Mayor may reduce the maximum amount of the assistance authorized, or set a limit on the number of participants, to ensure that amounts expended do not exceed available amounts.

“(c) RELATION TO OTHER ASSISTANCE.—Except as provided in section 202(b)(1)(C), a member of the District of Columbia National Guard may receive financial assistance under the program in addition to educational assistance provided under any other provision of law.

“(d) REPAYMENT.—A member of the District of Columbia National Guard who receives assistance under the program and who, voluntarily or because of misconduct, fails to serve for the period covered by the agreement required by section 202(b)(1) or fails to comply with the eligibility conditions specified in section 202(b)(2) shall be subject to the repayment provisions of section 373 of title 37, United States Code.

**“SEC. 204. ADMINISTRATION AND FUNDING OF PROGRAM.**

“(a) ADMINISTRATION.—The Mayor, in coordination with the commanding general of the District of Columbia National Guard and in consultation with approved institutions of higher education, shall develop policies and procedures for the administration of the program under this title. Nothing in this title shall be construed to require an institution of higher education to alter the institution's admissions policies or standards in any manner to enable a member of the District of Columbia National Guard to enroll in the institution.

“(b) FUNDING.—

“(1) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to the District of Columbia such sums as may be necessary to enable the Mayor to provide financial assistance under the program. Funds appropriated pursuant to this authorization of appropriations shall remain available until expended.

“(2) TRANSFER OF FUNDS.—The Mayor may accept the transfer of funds from Federal agencies and use any funds so transferred for purposes of providing assistance under the program. There is authorized to be appropriated to the head of any executive branch agency such sums as may be necessary to permit the transfer of funds to the Mayor to provide financial assistance under this section.

“(3) LIMIT.—The aggregate amount authorized to be appropriated under paragraphs (1) and (2) for a fiscal year may not exceed—

“(A) for fiscal year 2011, \$370,000; and

“(B) for each succeeding fiscal year, the limit applicable under this paragraph for the previous fiscal year, adjusted by the tuition inflation index used for the year by the Secretary of Veterans Affairs for education benefits under section 3015(h)(1) of title 38, United States Code.

“(c) ACCEPTANCE OF DONATIONS.—The Mayor may accept, use, and dispose of donations of services or property for purposes of providing assistance under the program.

**“SEC. 205. DEFINITION.**

“In this title, the term ‘approved institution of higher education’ means an institution of higher education (as defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002)) that—

“(1) is eligible to participate in the student financial assistance programs under title IV

of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.); and

“(2) has entered into an agreement with the Mayor containing an assurance that funds made available under this title are used to supplement and not supplant other assistance that may be available for members of the District of Columbia National Guard.

**“SEC. 206. EFFECTIVE DATE.**

“Financial assistance may be provided under the program under this title to eligible members of the District of Columbia National Guard for periods of instruction that begin on or after January 1, 2010.”

**SEC. 2. PAYGO COMPLIANCE.**

The budgetary effects of this Act, for the purpose of complying with the Statutory Pay-As-You-Go Act of 2010, shall be determined by reference to the latest statement titled “Budgetary Effects of PAYGO Legislation” for this Act, submitted for printing in the Congressional Record by the Chairman of the House Budget Committee, provided that such statement has been submitted prior to the vote on passage.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from the District of Columbia (Ms. NORTON) and the gentleman from California (Mr. BILBRAY) each will control 20 minutes.

The Chair recognizes the gentlewoman from the District of Columbia.

**GENERAL LEAVE**

Ms. NORTON. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days in which to revise and extend their remarks.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from the District of Columbia? There was no objection.

Ms. NORTON. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, as amended, H.R. 3913 would require the Mayor of the District of Columbia to establish a program to provide financial assistance to members of the District of Columbia National Guard to assist in covering higher education expenses. The Mayor would establish this program in coordination with the commander of the District of Columbia National Guard. Assistance would be capped at \$6,000 per year per National Guard member.

H.R. 3913, as amended, authorizes appropriations to the District of Columbia for the assistance program. The bill would also authorize the transfer of funds from Federal agencies for providing assistance under the program. The initial authorization for the program is \$370,000 in FY 2011. The bill would permit annual adjustments in succeeding years based on the tuition inflation index used by the Secretary of Veterans Affairs for educational benefits. As amended, H.R. 3913 complies with PAYGO requirements.

Mr. Speaker, in addition, the bill seeks to name the bill after former General David Wherley of the District of Columbia National Guard.

Mr. Speaker, I told the D.C. National Guard's 547th Transportation Company when they were deployed to Iraq about a year ago that I would introduce several D.C. National Guard bills concerning their service. Today, we consider the Major General David F.

Wherley, Jr. District of Columbia National Guard Retention and College Access Act to permanently authorize funding for a program to provide grants for secondary education tuition to the members of the D.C. National Guard.

The bill authorizes an education incentive program recommended by former Major General David Wherley and his successor, Major General Errol Schwartz, who suggested that education grants would be useful in stemming the troublesome loss of members of the D.C. Guard to units, in part, because surrounding States offer just such educational benefits.

I am grateful that the Appropriations Committee has allotted funds in some years, with smaller contributions from the District, in the Financial Services and General Government Appropriations bill. A permanent authorization is necessary, however, to ensure that D.C. National Guard members receive equal treatment and benefits with other National Guard members on a regular basis, especially with surrounding States that do, in fact, have the higher education benefits we seek for the D.C. National Guard. The Guard for the Nation's Capital is competing for members from the pool of regional residents who find membership in Maryland and Virginia Guards more financially beneficial.

Mr. Speaker, last week, on June 22, we marked the 1-year anniversary of the commemoration of the Metro collision here involving two Red Line trains that took the lives of nine area residents, seven from the District of Columbia, including a local hero, Major General David F. Wherley, Jr., and his wife Ann. This bill is named in honor of General Wherley, who not only served his country all his adult life and never forgot the men and women who served under him at home or at war, but also was particularly attentive to the residents of the District of Columbia, especially the city's most troubled youth. Thereafter, Congressman JOSÉ SERRANO, chair of the Committee on Appropriations Financial Services Subcommittee, was good enough to offer this renaming in his appropriations bill last year and to appropriate the funds without authorization this year or in prior years.

Under General Wherley's command, the D.C. National Guard deployed several of its units to the global war on terrorism. General Wherley himself served courageously in both Iraq and Afghanistan, but at home he spent hours with me figuring out ways to get funds for programs for the District's children. We were successful, because he would show up, not only in my office, but wherever he was needed to get the funds to do the service for his men and for the children of this city.

General Wherley was a full-service leader. He not only commanded the D.C. National Guard; he worked closely with me and with city officials on programs for our city and its disadvan-

tagged youth and for keeping our Guard competitive as a premier force at home as well as abroad.

The education incentives in this bill serve not only to encourage high-quality recruits, but, when appropriated, have had the important benefit of helping the D.C. National Guard to maintain the force necessary to protect the Federal presence, because this funding helps equalize an important benefit compared with what is offered by Guard units in surrounding jurisdictions which also are open to D.C. National Guard members.

While the appropriators have been good enough to provide funding for the D.C. National Guard by considering it a programmatic request, it is imperative that this important educational initiative be authorized appropriately to ensure its permanent sustainability.

I urge my colleagues to support the bill.

I reserve the balance of my time.

Mr. BILBRAY. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, it is a privilege to join with my colleague, the Delegate from Washington, D.C. This bill quite appropriately is named in honor of an individual within the Federal District who served the community well and, more importantly, the context and the substance of this bill gives equity to those men and women who serve in the National Guard for the Federal District of Columbia and gives them equity with those States that surround the Federal District.

I think many times Congress is asked to give special attention to our residents in the Federal District, and I think this is one of fairness, equity, one that I think is well within our constitutional, not only our rights, but our responsibilities to represent not just those in our own districts, but to recognize that the Federal District is a district for all Americans.

Mr. Speaker, I yield back the balance of my time.

Ms. NORTON. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from the District of Columbia (Ms. NORTON) that the House suspend the rules and pass the bill, H.R. 3913, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

#### CONGRATULATING THE CHICAGO BLACKHAWKS

Ms. NORTON. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1439) congratulating the Chicago Blackhawks on winning the 2010 Stanley Cup Championship.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 1439

Whereas the historic Chicago Blackhawks, as one of the "Original Six", have made countless contributions to sports;

Whereas the Blackhawks and the National Hockey League have demonstrated a commitment to promoting fitness and leadership skills for youth through support for youth hockey programs and community skating facilities;

Whereas with 101 straight home game sellouts, and an NHL leading regular-season average attendance of 21,356, the Blackhawks are the pride of their hometown, Chicago, Illinois;

Whereas in just 3 years, the Blackhawks organization of Rocky Wirtz, Joel Quenneville, John McDonough, Stan Bowman, Scotty Bowman, Jay Blunk, and Dale Tallon have revitalized a franchise and reminded Chicago that it has always been a hockey town;

Whereas the Chicago Blackhawks, through amazing offense, superb defense, and unmatched depth, dominated the regular season and won 52 games;

Whereas the Blackhawks defeated the Nashville Predators in 6 games, the Vancouver Canucks in 6 games, and swept the number 1 seeded San Jose Sharks to become the Western Conference Champions and advance to the Stanley Cup Final;

Whereas in the Stanley Cup Final series, the Blackhawks held off the aggressive play and talent of the Eastern Conference Champion Philadelphia Flyers, who deserve great credit, to win in overtime, and provide one of the most exciting final series in recent history; and

Whereas the innumerable contributions from every player, coach, and the entire Blackhawks family have ended the 49-year-long championship drought and brought the roar back to Madison Street and Lord Stanley's Cup to where it belongs, sweet home Chicago: Now, therefore, be it

*Resolved*, That the House of Representatives—

(1) recognizes the Chicago Blackhawks for their long distinguished history, countless contributions to sports, and their many successes as a franchise;

(2) congratulates the Blackhawks on an amazing season and for winning the 2010 Stanley Cup Championship;

(3) recognizes the players, coaches, and leadership of the Blackhawks organization; and

(4) joins with all people in the United States and hockey fans all over the world in celebrating the return of the Stanley Cup to Chicago, Illinois.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from the District of Columbia (Ms. NORTON) and the gentleman from California (Mr. BILBRAY) each will control 20 minutes.

The Chair recognizes the gentlewoman from the District of Columbia.

GENERAL LEAVE

Ms. NORTON. Mr. Speaker, I ask unanimous consent that all Members shall have 5 legislative days in which to revise and extend their remarks.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from the District of Columbia? There was no objection.

Ms. NORTON. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, on behalf of the Committee on Oversight and Government