

Service has helped reduce diabetes-related complications, improve glucose and blood pressure levels and increase participation in treatment programs throughout the Native American population. Despite these advances, SDPI has found the incidence of type 2 diabetes among Indian children is steadily rising; as a result, they have developed plans to increase early education and prevention efforts in schools.

This year, Congress achieved comprehensive reform of our Nation's health care system. This historic legislation will improve access to quality, affordable health care for all Americans and help our country better manage the treatment and cost of chronic diseases. Given the cost of diabetes to American's personal finances and our economy, it is clear that increased awareness and funding for diabetes education and prevention should be a priority. I am pleased health care reform recognizes the significant impact of diabetes to our nation and includes efforts to specifically target the disease, including the creation of a National Diabetes Prevention Program.

American Diabetes Month provides us an opportunity to learn more about this disease, raise awareness about effective prevention strategies, encourage additional funding for research, and address the overall impact of diabetes on our Nation and our families.

INTELLIGENCE AUTHORIZATION BILL

Mr. ROCKEFELLER. Mr. President, Congress has acted to improve our Nation's intelligence community—and therefore our national security—by passing an intelligence authorization bill and sending it to the President.

The President's signature will enact this bill into law and will implement several common sense solutions to problems in our large and unwieldy intelligence community that we have recognized for years. I believe the new Director of National Intelligence, Jim Clapper, is the right leader at the right time, and this timely bill will provide him the authorities he needs to do this job well.

The bill provides the DNI streamlined personnel management authorities throughout the intelligence community, including the authority to convert contractor positions to government jobs, move personnel from one agency to another, provide annual assessments of personnel levels for each agency, harmonize language training in different agencies, and conduct performance evaluations of personnel throughout the intelligence community.

It provides the DNI streamlined oversight for major acquisitions—perhaps most critically, to provide for interoperable information technology systems in different intelligence agencies—and strengthened budget authorities for his management of the intelligence community.

Beyond these improved DNI authorities, which I believe will significantly improve intelligence integration among the 16 agencies of the intelligence community, this bill also makes three substantial improvements in the independent oversight of intelligence. This constructive oversight is necessary to ensure that secret intelligence activities are legal, effective, and serve the national security interests of the United States.

First, the bill establishes a Senate-confirmed inspector general for the intelligence community who will have the authority to inspect any element or activity in any intelligence agency. Inspectors general play an important troubleshooting role in all agencies of our government, but nowhere is this role more important than in the intelligence community, where—unlike in government agencies whose activities are public—problems can often escape scrutiny.

For instance, in 2004 the CIA inspector general's report on the CIA detention and interrogation program played a significant role in alerting the executive branch and the congressional Intelligence Committees to significant problems with the program.

The new intelligence community inspector general that this bill establishes will complement and supplement the important work of the inspectors general of individual intelligence agencies.

Second, the bill provides for access by the Comptroller General and the Government Accountability Office to information regarding intelligence activities. This access will be similar to the GAO's access to the Department of Defense's Special Access Programs. I believe that this agreement between Congress and the administration on this GAO provision bodes well for future cooperation on intelligence issues.

On that note, the third—and, I believe, most important—improvement this bill makes to the independent oversight of intelligence activities pertains to congressional oversight.

Constructive congressional oversight of intelligence activities is crucially important—both for our national security and our national identity. We are a transparent democracy, and there is a natural tension between transparent democracy and secret intelligence activities.

The Congressional Select Intelligence Committees—which consist of representatives of the American people, selected from other specific congressional committees with jurisdiction over foreign policy, defense and judiciary issues—are vital to resolving that tension between democracy and secrecy.

Simply put, these committees act as a board of directors who verify that secret executive actions serve the interests of the shareholders—the American people.

That is why title V of the National Security Act of 1947 requires the Presi-

dent to keep the congressional Intelligence Committees “fully and currently informed” on all intelligence activities.

However, during the time that I was chairman and vice chairman of the committee from 2003 through 2009, I became very concerned about the way in which the executive branch interpreted this obligation. Rather than briefing the full committee, the executive branch restricted briefings about certain classified programs to the chairman and vice chairman only.

These restrictions impeded our oversight of these programs. This is not an academic issue; it is crucial to how our democracy makes secret national security decisions. Without the intelligence committees' meaningful independent review and oversight—the very reason for the committees' existence—intelligence programs are more susceptible to both mistakes and illegitimacy. This is the case regardless of which party is in the White House or which party has a majority in Congress.

With this in mind, last year I offered an amendment to this authorization bill that will establish in statute new requirements regarding congressional notification. My intent was to strengthen the committees' constructive oversight relationship with the executive branch and the intelligence community.

A bipartisan majority of the committee approved my amendment. While this provision has undergone some changes in the process of Congress's consideration of this bill over the past year, the key elements of these new notification requirements remain. The bill that the President will soon sign into law requires that:

(1) the congressional Intelligence Committees and the President must establish written procedures regarding the details of notification processes and expectations;

(2) the President must provide the committees written notice about intelligence activities and covert actions, including changes in covert action findings and the legal authority under which an intelligence activity or a covert action is or will be conducted;

(3) the President must provide written reasons for limiting access to notifications to less than the full committee, and in such cases, provide the full committee a general description of the covert action in question; and

(4) the President must maintain records of all notifications, including names of Members briefed and dates of the briefings.

I strongly believe that congressional oversight of the executive branch's intelligence activities should not be adversarial; it should be a true, trusted and confidential partnership aimed exclusively at improving our Nation's collection and analysis capabilities, and ensuring the effectiveness and legitimacy of our covert action programs.

I think these new requirements for congressional notification are an important step toward such a partnership.

These new requirements—and this authorization bill as a whole—are the result of hard work and difficult negotiations after years of partisan divisions on intelligence issues.

The President has not signed an authorization bill into law since December 2004, and the last time Congress passed an intelligence authorization bill was February 2008, when I was chairman of the committee. Unfortunately, President George W. Bush vetoed that bill because it banned the use of coercive interrogation methods by any agency of our government, and the bipartisan majorities that passed the bill were not large enough to overcome the President's veto.

After all these difficult years, the bill that we are sending to the President today is exemplary of the bipartisan cooperation that is absolutely necessary for our intelligence community to perform as well as we need it to perform.

I want to commend my Intelligence Committee colleagues, particularly Chairwoman DIANNE FEINSTEIN and Vice Chairman KIT BOND and their staff, for sticking to it and completing the difficult negotiations with the administration and the House that brought this bill across the finish line.

This law will make our country more secure. Let us continue to build on this effort in the months and years to come.

AMERICAN EDUCATION WEEK

Ms. MURKOWSKI. Mr. President, as the granddaughter of a teacher and as a parent, education is one of my passions and priorities. So I rise today to commemorate the start of American Education Week, which seeks to shine a light on the importance of providing every child in America with a quality education so that they are prepared to contribute to our Nation's future as adults. Further, American Education Week gives each of us an opportunity to celebrate the good things that are happening in our schools, rededicate ourselves to help schools improve where improvement is needed, and to honor the parents, educators, students, and education support professionals who strive to do their best to ensure that every child receives a quality education each and every day. Each of the next 4 days will celebrate a different partner in the education of our children.

Tomorrow, American Education Week will focus our attention on our children's first and most important teachers—their parents. In my own State of Alaska, parents' contributions to their children's education is so important that we have been called to observe the entire month of November as Parental Involvement Month. This observance is intended to encourage all Alaskans to recognize the importance of and encourage parental involvement

in school improvement and student achievement. Other States have proclaimed other months to be Parental Involvement Month. Why? We know instinctively, the day our children are born, that we are responsible for shaping their future. Everything we do influences our children and whether or not they grow up to love learning. When we read to our children before bedtime, as we teach them colors, shapes, right, and wrong, and the value of hard work and honesty and as we help them with homework, book reports, and college applications, our voices and examples are the strongest influences in their lives. If our children see us checking out books for ourselves at the library, if we volunteer at their school and participate in making their school better, they learn from our example that their education is important. If we have high expectations for our children and consistently communicate that, our children can fulfill their potential. Our children want to rise to our expectations. So I call on all of my fellow parents to fulfill your children's expectations of you.

On Wednesday, the focus of American Education Week will shift to those too often overlooked individuals who play such important roles in our schools—the education support professionals. These are folks who, day after day and for little pay and less recognition, keep the cogs running smoothly in our schools. They keep our children safe, guide them in their behavior, give out hugs, and provide help when things get tough during the day. Take a moment, Mr. President, to look back on your own school days. Think of the school-bus driver who made sure everyone was seated and reasonably quiet on the way to school or who would wait as you ran to catch the bus. Think of the nurse who took care of you and called your mom that day you had a fever or the lunch lady who made sure you took a helping of vegetables and didn't forget your milk. Sometimes, if you forgot your lunch money, she would give you lunch anyway if you promised to pay tomorrow. One stern look from any of these good people would set your feet back on the right path, and you loved them for it, just as many children love their teacher's aide who can explain that thorny math problem better than the teacher or the specialist who helps them overcome a physical or learning challenge. Remember, on Wednesday, to think of these good folks who shaped your life, and think good thoughts for those who do so now across our great Nation.

On Thursday, community leaders are invited to come into our Nation's classrooms and serve as educators to get a glimpse of what the job is really like. We have all been to school, and we have all known many teachers. Being a teacher looks easy, but it isn't. Teachers need to know how to reach every child, excite every child about learning, and help every child fulfill his or her potential. The best way to do those

things is different for every child. Mr. President, we all remember our favorite teachers, and if we traded stories they would go like this: I had this teacher once who was so hard and expected so much, but he cared about me, and he was the best teacher I ever had, or, I had a teacher who really knew what I was about and she really helped me learn that year. Boy, was her class hard, but I loved that teacher. Teaching is both a skill and an art. It is hard work, and it is often thankless work. Too often a classroom will include children who come to school unprepared to learn or who are dealing with serious problems at home. But every single teacher across this Nation wants just one thing—to help every single one of their students to learn. On Thursday, think of your favorite teachers and thank them and make a wish that every student across America has a teacher who is inspiring, skilled, caring, and kind.

On Friday, American Education Week calls on us to honor a different kind of educator. They are too often overlooked, forgotten, or, frankly, given a really hard time. I am referring to the substitute teacher. Those hardy, brave souls who go into a different classroom every day to help educate our children deserve our thanks and recognition. Often called before dawn to cover for a teacher who is unexpectedly ill, they can teach kindergarten one day and high school math the next. The best of them have one common characteristic—they can settle a classroom full of strangers down with a glance and inspire their temporary students with a word. Their stories are the stuff of legend. There was the sub who learned in the nick of time that one of her students brought a stink bomb to class because he knew there would be a substitute that day. There was the substitute who learned her students' goal of the day was to make her cry, and she did, but she was back in class with the students after lunch. Then there was the sub whose first day on the job was taking 28 7-year-olds on a field trip to the zoo. Substitute teachers must be disciplined but caring. They must be flexible but adhere to routine. They need thick skin and a great sense of humor. I admire them tremendously.

While American Education Week does not specifically highlight the school principal, I am pleased and proud to honor our Nation's principals here today as well. Whatever role the principal plays, from instructional leader, head of maintenance, chief disciplinarian, financial guru, and even part-time recess monitor, the school principal's ability to impact the success of the school cannot be underestimated. The most important of those roles, however, must always be that of instructional leader. Everyone in the school community, from students to the superintendent, from parents to future employers, relies on the principal to run an effective school in which students learn. The skill set for being a