

his 32 years of outstanding leadership at Coppin.

Dr. Burnett earned his bachelor's degree and Ph.D. from St. Louis University. He was a faculty member and administrator at the Catholic University of America and Southern Illinois University prior to his tenure at Coppin.

Since becoming Coppin's president in 1970, Dr. Burnett has guided the college from a teacher education institution to a comprehensive college in a challenging urban setting. The school places an emphasis on the problems, needs, and aspirations of Baltimore City and offers instructional programs for its students to meet these needs.

Dr. Burnett is also active in many charitable and civic organizations and through his work has become a respected leader in Baltimore and the entire state of Maryland. A few of the organizations he has been associated with include the Black/Jewish Forum for Maryland; the Baltimore Area Council—Boy Scouts of America; the Metropolitan YMCA; the Walters Art Gallery; the State NAACP Jubilee Day Committee; and the State of Maryland Civil Rights Commission.

Last year, Coppin State held its first public hearing on a comprehensive strategic revitalization plan. We were encouraged when we first heard that the State of Maryland had entered into a partnership agreement with the U.S. Department of Education Office of Civil Rights. This particular partnership was formed to ensure equal access to higher education for all citizens. The partnership agreement, in part, calls for Coppin to implement a vision for its future that reflects an enhanced mission, campus expansion, teacher recruitment and student retention.

We are pleased that Coppin's comprehensive strategic revitalizing plan was started when Dr. Burnett was at the helm.

Mr. Speaker, we wish Dr. Burnett very best wishes as he retires from Coppin State College. His achievements will be longstanding; his career has touched the lives of thousands of students who have benefitted from his leadership.

Retirement will mean spending more time with his wife, Dr. Gretta L. Burnett, and his children and grandchildren. We are confident, however, that his commitment to Coppin and to the City of Baltimore will keep him active in many civic and educational activities. Today, we celebrate Dr. Burnett's contributions, and thank him for a job well done.

THANKS AND FAREWELL TO DR. CHRISTINE EHRENBERG, DIRECTOR HOUSE OF REPRESENTATIVES CHILD CARE CENTER

**HON. STENY H. HOYER**

OF MARYLAND

**HON. ROBERT W. NEY**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 16, 2002*

Mr. HOYER. Mr. Speaker, on the occasion of her departure at the end of this month for a teaching position in the Empire State, we rise to thank Dr. Christine Greer Ehrenberg for her exemplary service to this House.

For the past four and one-half years, Dr. Ehrenberg has served as the Director of the

House of Representatives Child Care Center. Since 1985, the Center has provided outstanding preschool and educationally enriching care for children of Members and staff of the House, enabling parents to work free of worry about their children's welfare. We are grateful to Dr. Ehrenberg, and her dedicated staff, for making this possible, and for the many improvements which she has initiated and implemented for the Center during her tenure.

Christine is only the second director of HRCCC. When she arrived in 1997, she brought a wealth of experience in the educational field. Her direction of the Center, and her guidance to those who oversee it, have been invaluable. But we are supremely confident that the greatest beneficiaries of Christine's talents and efforts, by far, have been the children enrolled in the Center. Christine's has not always been an easy job—the events of the dreadful morning of September 11 come immediately to mind, together with the logistics of relocating the Center, once permanently to its current location, and once temporarily. But despite difficult circumstances, Christine always kept the Center on an even keel and moving in the right direction.

Through her work here, Christine has earned the respect and gratitude of dozens of House families whose children started their educational careers at the Center. We join them in thanking Christine for her tireless efforts in their behalf. We wish Christine and her husband Dale all the best as they set out for New York State. May they always look back fondly upon their days with the House, as we surely will.

NATIONAL TRANSPORTATION  
WEEK

**HON. ELIJAH E. CUMMINGS**

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 16, 2002*

Mr. CUMMINGS. Mr. Speaker, as you may be aware, this week May 12–18, we celebrate National Transportation Week. The 2002 theme is "Transportation . . . It Keeps America Moving." National Transportation Week is an opportunity to celebrate the successes of our transportation system and to promote transportation-related careers.

As a member of the Transportation and Infrastructure Committee and the Chair of the Congressional Black Caucus Transportation Braintrust, I would like to share with you the concerns I have about our dwindling transportation workforce. I would like to point out the opportunities we have to increase the transportation workforce through initiatives underway by local universities and the U.S. Department of Transportation.

When we discuss transportation, we focus on the more tangible aspects of the system that we see everyday, like the physical road, railroad tracks, and transit systems. We often overlook the very people who make the system work—the professionals and laymen who have established the U.S. transportation system as one of the safest and most efficient in the world. Transportation and traffic engineers, transportation planners, construction and work zone crews, intelligent transportation systems specialists, and transit operators to name just

a few of the positions in a fast-paced, dynamic environment. These jobs require personnel with the skills and talent to build, operate, and maintain a vast network of systems. Guaranteeing an efficient and smoothly operating transportation system requires the best and brightest in our workforce.

Despite a recent US. News and World Report cover story that highlighted transportation engineering as one of the eight most secure jobs and the immersion of new technologies that are expanding career opportunities in the transportation industry, much of the seasoned transportation workforce is slowly disappearing. According to the Federal Highway Administration, 40 percent of the State and local transportation workforce is between the ages of 45–64. In the next 5 to 15 years, 40 to 50 percent of all transportation workers will begin to retire. An article in the July/August 2001 issue of Public Roads, entitled, Help Wanted: Meeting the Need for Tomorrow's Transportation Workforce, by Clark Martin, amply illustrates these concerns. I would like to submit the article for the record.

These statistics, compounded by an increased demand on our transportation system, amplify the need for the development of a skilled transportation workforce to manage and operate the system. We must look at increased funding for programs that ensure an expanded pool of transportation personnel as well as gender and ethnic diversity within the current and future transportation workforce.

Some programs that promote transportation jobs include: Dwight David Eisenhower Transportation Fellowship Program; Technology Transfer Centers; National Summer Transportation Institute for Secondary School Students; Garrett A. Morgan Technology and Transportation Futures Program; Summer Transportation Internship Program for Diverse Groups; and The University Transportation Centers Program.

In my district of Baltimore, Maryland, the Morgan State University Transportation Center (UTC) is making strides to meet society's needs for transportation professionals. The theme of Morgan's UTC is "Transportation: A Key to Human and Economic Development." The Center promotes transportation-related careers, and provides training and research opportunities to equip future transportation professionals with the knowledge and skills required to plan, develop and manage transportation systems. These skills include, but are not limited to, designing and implementing intermodal transportation facilities, advanced highway construction, magnetic levitation technology and smart growth community planning.

The Department of Transportation is taking a strong stand on this issue. Just this week, the DOT Modal Administrators and influential leaders in the transportation professional community attended the inaugural National Transportation Workforce Summit in Washington, D.C. The attendees participated in workshops focusing on the Workforce Pipeline, Training and Development, and Institutionalizing Workforce Development. The signing of "A Partnership for Educating, Training and Developing the Nation's Transportation Workforce" by Summit participants on May 13, 2002, was an important outcome of the meeting. The signers of the document agreed to work in partnership to: