

long as Texas refuses the Federal funds.

Texas could extend insurance through Medicaid to residents with incomes up to 138 percent of the Federal poverty level, less than \$28,000 for a family of three for whom there is no current alternative. Fifty-eight percent of the uninsured in our State would benefit, and if Texas does accept funding, the Federal Government will virtually pay for all of the costs in the expansion.

Closing the coverage gap is the right thing to do and is a sound investment for the State, by creating a healthier workforce, strengthening the State's economy, and improving our health care system.

I urge my colleagues to work with their home States and encourage Medicaid expansion.

RECOGNIZING THE OKONITE COMPANY

(Mr. CICILLINE asked and was given permission to address the House for 1 minute.)

Mr. CICILLINE. Mr. Speaker, I rise today to recognize the employees, staff, and leadership at Okonite Company's facility in Cumberland, Rhode Island.

I am proud that Okonite's Rhode Island manufacturing facility, which supports 90 jobs, is located in my home district. Led by plant manager Eric Dodge, the 90 workers in Cumberland produce high-quality power line cables that are sold all across America and the entire world.

In May, I toured Okonite's Cumberland manufacturing plant as part of my Congress at Your Company series. I was delighted to meet with their talented employees and discuss ways to grow Rhode Island's manufacturing sector and support existing manufacturers.

I am thrilled that Okonite is expanding its operations in Rhode Island and that its plans for expansion are underway. Okonite has made a smart investment that is good for business and is good for Rhode Island.

I look forward to touring Okonite's new facility once it is completed, and I thank Eric and the rest of his team for working to strengthen Rhode Island's manufacturing sector. This is another great example of why it is important to make things in America and make things in Rhode Island.

#100 DAYS

(Ms. WILSON of Florida asked and was given permission to address the House for 1 minute.)

Ms. WILSON of Florida. Mr. Speaker, over 100 days have gone by, and the kidnapped schoolgirls in Nigeria are still not home. The consequences of their absence and the lack of formal action to find the girls is unimaginable.

Eleven parents of the abducted girls have died—died from the heartbreak,

died from fighting for their girls, died from international silence. A father slipped into a coma, repeating his daughter's name until he passed away. These stories are real.

In the meantime, Boko Haram has continued to kidnap more girls. Last week, they took over a whole town. This issue is real. We cannot ignore Boko Haram and the plight of these missing girls.

Mr. Speaker, with a tweet and a hashtag, you are showing the Nigerian people, Boko Haram, the missing girls, and the world that we have not forgotten. We have to keep tweeting. We have to keep talking. This is not an African problem. This is a world problem. These are our girls, and we will bring them home.

I urge you every day to join my Twitter storm and tweet: #joinrepwilson and #bringbackourgirls.

Tweet, tweet, tweet. Tweet, tweet, tweet.

□ 1230

COLLEGE AFFORDABILITY

(Mrs. DAVIS of California asked and was given permission to address the House for 1 minute.)

Mrs. DAVIS of California. Mr. Speaker, right now students all over America are enjoying their much-earned summer vacation. We all know the enormous pressures today's youth face, and it hardly seems they get a chance to breathe anymore. Yet students all across the country are attending college in record numbers.

That, unfortunately, is where the good news stops. As our college students settle into their internships over the summer, many are running into old classmates who recently graduated, and all of them are asking the same question: How do you live with such debt?

We face a student debt crisis of truly mind-blowing proportions, but instead of working to give middle class families a fair chance at making college affordable, some of my colleagues are arguing over what to sue the President for.

Later today, we are going to vote for a tax credit—it is unpaid for—and that will barely make a dent in what is quickly becoming the economic challenge of our era. I ask my colleagues, all of us who are talking often, constantly about the need to care for future generations, is this really the best we can do?

THE BRING JOBS HOME ACT

(Mr. RUIZ asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. RUIZ. Mr. Speaker, I rise today to urge Speaker BOEHNER to allow a vote on the Bring Jobs Home Act. I co-sponsored this bill to help businesses create jobs in my home district and

across America. In the Coachella Valley, there are unacceptable high unemployment rates, in some areas over 17 percent.

The Bring Jobs Home Act will create critical tax incentives for businesses to bring jobs back to the United States and close tax loopholes for corporations who ship jobs overseas.

Over the last decade, America lost 6 million manufacturing jobs. That is millions of jobs families can gain if Congress does their job and votes to bring jobs home. Congress must put hardworking families above corporations that ship jobs overseas.

This week, the Senate will vote on legislation. The House must act. Mr. Speaker, Congress must put people before politics, solutions above ideology, and allow a vote on the Bring Jobs Home Act.

Let's put people back to work.

THE TRAVEL AND TOURISM FOR ALL ACT

(Ms. TITUS asked and was given permission to address the House for 1 minute.)

Ms. TITUS. Mr. Speaker, everyone deserves the opportunity to travel and explore the many incredible destinations located throughout our country, but individuals with disabilities, however, face much greater difficulties when they try to arrange travel.

Now, Las Vegas, my district, is a world leader in disability access. We have more handicap-accessible guest rooms than any other American city. Our casinos offer gambling tables and slot machines designed for wheelchair users, and all our show venues have designated handicapped seating.

Other places could benefit from our example, and that is why I have introduced the Travel and Tourism for All Act that would require the National Council on Disability to conduct a review of existing disability standards in the tourism and hospitality industries and provide recommendations to help Congress ensure that people with disabilities are able to enjoy traveling throughout the U.S.

This act would ensure that we continue to set the international standard for disability accommodation in the hospitality industry, and it will attract tourists from other parts of the world where accommodations are less welcoming.

THE SUPPORT THE FAMILIES OF FALLEN HEROES SEMIPOSTAL STAMP ACT

(Ms. ESTY asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. ESTY. Mr. Speaker, I rise today to urge my colleagues to support H.R. 5085, the Support the Families of Fallen Heroes Semipostal Stamp Act.

The brave men and women serving in uniform put their lives on the line for

our country every single day, and they deserve to know that America will support and care for any loved ones they leave behind. That is why I salute organizations like the USO and the Tragedy Assistance Program for Survivors, known as TAPS. I salute them for providing assistance to the families of fallen heroes.

But we can do even more to help them. My bipartisan bill would create a families of fallen heroes stamp directing proceeds to the USO and to TAPS for supporting our military families in their time of need.

Let's honor the families of our fallen heroes and show them that our country will be there when they need us most.

PROVIDING FOR CONSIDERATION OF H.R. 3136, ADVANCING COMPETENCY-BASED EDUCATION DEMONSTRATION PROJECT ACT OF 2013, AND PROVIDING FOR CONSIDERATION OF H.R. 4984, EMPOWERING STUDENTS THROUGH ENHANCED FINANCIAL COUNSELING ACT

Ms. FOXX. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 677 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 677

Resolved, That at any time after adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 3136) to establish a demonstration program for competency-based education. The first reading of the bill shall be dispensed with. All points of order against consideration of the bill are waived. General debate shall be confined to the bill and amendments specified in this section and shall not exceed one hour equally divided and controlled by the chair and ranking minority member of the Committee on Education and the Workforce. After general debate the bill shall be considered for amendment under the five-minute rule. In lieu of the amendment in the nature of a substitute recommended by the Committee on Education and the Workforce now printed in the bill, it shall be in order to consider as an original bill for the purpose of amendment under the five-minute rule an amendment in the nature of a substitute consisting of the text of Rules Committee Print 113-52. That amendment in the nature of a substitute shall be considered as read. All points of order against that amendment in the nature of a substitute are waived. No amendment to that amendment in the nature of a substitute shall be in order except those printed in part A of the report of the Committee on Rules accompanying this resolution. Each such amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against such amendments are waived. At the conclusion of consideration of the bill for amendment the Com-

mittee shall rise and report the bill to the House with such amendments as may have been adopted. Any Member may demand a separate vote in the House on any amendment adopted in the Committee of the Whole to the bill or to the amendment in the nature of a substitute made in order as original text. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions.

SEC. 2. At any time after adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 4984) to amend the loan counseling requirements under the Higher Education Act of 1965, and for other purposes. The first reading of the bill shall be dispensed with. All points of order against consideration of the bill are waived. General debate shall be confined to the bill and shall not exceed one hour equally divided and controlled by the chair and ranking minority member of the Committee on Education and the Workforce. After general debate the bill shall be considered for amendment under the five-minute rule. In lieu of the amendment in the nature of a substitute recommended by the Committee on Education and the Workforce now printed in the bill, it shall be in order to consider as an original bill for the purpose of amendment under the five-minute rule an amendment in the nature of a substitute consisting of the text of Rules Committee Print 113-53. That amendment in the nature of a substitute shall be considered as read. All points of order against that amendment in the nature of a substitute are waived. No amendment to that amendment in the nature of a substitute shall be in order except those printed in part B of the report of the Committee on Rules accompanying this resolution. Each such amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against such amendments are waived. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have been adopted. Any Member may demand a separate vote in the House on any amendment adopted in the Committee of the Whole to the bill or to the amendment in the nature of a substitute made in order as original text. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions.

The SPEAKER pro tempore. The gentlewoman from North Carolina is recognized for 1 hour.

Ms. FOXX. Mr. Speaker, for the purpose of debate only, I yield the customary 30 minutes to the gentleman from Colorado (Mr. POLIS), pending which I yield myself such time as I may consume. During consideration of this resolution, all time yielded is for the purpose of debate only.

GENERAL LEAVE

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

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from North Carolina?

There was no objection.

Ms. FOXX. Mr. Speaker, H. Res. 677 provides for structured rules for consideration of H.R. 3136, the Advancing Competency-Based Education Demonstration Project Act, and H.R. 4984, the Empowering Students Through Enhanced Financial Counseling Act.

The Rules Committee was pleased to work with Members on both sides of the aisle to provide for floor consideration of a number of their amendments. The resolution makes in order 11 amendments to H.R. 3136 and seven amendments to H.R. 4984. In total, the committee made in order nine Democrat amendments, three Republican amendments, and six bipartisan amendments.

As a member of the Rules Committee, it is a privilege to see the number of amendments we have been able to make in order this Congress and the openness of the legislative process. My hope is that we will continue to work together in a bipartisan fashion to advance good legislation.

My colleagues on the House Education and the Workforce Committee and I have been working to reauthorize the Higher Education Act. We have held 14 hearings and invited dozens of witnesses to discuss a wide variety of issues facing students, families, and institutions of higher education.

Since the last reauthorization of the Higher Education Act, the landscape has been constantly evolving with the student population rapidly changing and institutions developing more cost-effective modes for delivering academic content.

The upcoming reauthorization provides policymakers an opportunity to improve the law and strengthen America's postsecondary system to ensure Federal policies are flexible enough to allow future developments and innovations to occur.

Based on feedback received from the public and the committee's desire to reform the law in a way that will assist students in obtaining an affordable higher education that leads to employment opportunities, the committee will promote reforms that adhere to the following principles: empowering students and families to make informed decisions; simplifying and improving student aid; promoting innovation, access, and completion; and ensuring strong accountability and a limited Federal role.

Reform will help more Americans achieve their dreams of a postsecondary education and help secure a more prosperous future for the country.

The rule before us today provides for consideration of two bills that will inform the reauthorization process. H.R. 3136 creates a demonstration project for competency-based education. Competency-based education allows students to demonstrate what they already know and learn at their own pace