

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

by mastering specific skills and knowledge that translate to real-world application for their degrees.

H.R. 4984 ensures that students have the information needed to make good choices with their financial aid dollars and understand how to use that money well by increased financial counseling and services.

□ 1245

Education is a great opportunity in this country, and we have the most diverse system of postsecondary education in the world, with more than 6,000 public, private, nonprofit, and proprietary institutions of higher education. This diversity affords students from all backgrounds an opportunity to find an institution that meets their unique needs and helps them pursue personal goals of continuing their education.

The rule before us today starts that reform process, and I urge my colleagues to vote in favor of the rule and the underlying bills.

Mr. Speaker, I reserve the balance of my time.

Mr. POLIS. Mr. Speaker, I thank the gentlelady for yielding me the customary 30 minutes, and I yield myself such time as I may consume.

Mr. Speaker, I strongly support the two underlying bills, H.R. 3136, the Advancing Competency-Based Education Demonstration Project Act of 2013, and H.R. 4984, the Empowering Students Through Enhanced Financial Counseling Act. I do rise in opposition to the rule for reasons that I will go into regarding preventing us from addressing many of the major issues within public education and higher education.

While I am supportive of these two bills, I am disappointed that the House is not embarking on a full reauthorization of the Higher Education Act. We can nip around the edges in certainly a constructive way to reduce costs, as these bills do, to be helpful, but none of them are game-changers or, dare I say, even a substantial part of making college more affordable like we could through the reauthorization of the Higher Education Act.

Since the last reauthorization in 2007, higher education has become more and more expensive. The cost of attending a university per student has risen by almost five times the rate of inflation since 1983. At the very time that an advanced degree is more important than ever for somebody to have a good job in today's increasingly complex global economy, it is getting further and further from the price range and affordability for American middle class families.

While a 4-year university isn't always the best choice, some form of postsecondary education is increasingly important—whether that is community college, whether it is a certification program—to be able to ensure that young people, and people of all ages, have access to a good-paying job in the 21st century workforce. Only by

pursuing a full scale reauthorization of the Higher Education Act, soliciting ideas from Democrats and Republicans across the aisle, can we truly be able to help put college more in reach for students. As many of my colleagues from across the aisle say, we need to examine how or if many of the student loan programs only contribute to the increasingly high cost of college education. We need to take ideas from our side of the aisle, including some that I cosponsor regarding reducing textbook costs or looking at new and better ways that we can look at income-based repayment for student loans.

Through a comprehensive reauthorization, we can streamline payments by replacing our complicated student loan system with a simplified income-based program, which is part of a bipartisan bill that I sponsor with Congressman PETRI called the ExCEL Act. We could also improve articulation and transfer agreements so that students can move quickly and efficiently towards a credential from less expensive community colleges, if necessary, to colleges that offer 4-year degrees.

Furthermore, Representative HINOJOSA's open textbook legislation would help keep costs down so students can concentrate on their studies rather than having to work additional jobs just to be able to afford the textbooks. Finally, we can make sure that we improve accountability for colleges and universities that are not serving students well so that our limited Federal resources are used in a way to provide incentives to States and universities that support public education and they keep public education, higher education, affordable.

Mr. Speaker, in addition to the Higher Education Act, which this Congress does not appear to be moving forward on and this bill does not allow amendments to, our Nation's landmark kindergarten through 12th grade education law, the Elementary and Secondary Education Act, sometimes referred to as No Child Left Behind, is long overdue to be replaced with a new reauthorization.

And this week, I was pleased to hear the President signed another work product of this body, the Workforce Investment and Opportunity Act, another long overdue, bipartisan bill to improve our workforce development system that many of my colleagues on the Education and Workforce Committee have worked on for many years. That bill started in a partisan way. The first iteration on the House floor received zero Democratic votes. The compromise, however, received the support of every Democrat and nearly every Republican. It passed by a margin of 415-6.

Just a few months ago, we passed bipartisan bills to substantially improve the charter schools program and Federal investment in education research with a strong bipartisan vote. So, Mr. Speaker, this body has shown it can pass bipartisan Education and Work-

force bills. These two bills coming before us today are additional examples of that. So why haven't we undertaken the hard work to make a full-fledged bipartisan effort to reauthorize No Child Left Behind?

Like with the Workforce Investment Act, we had a partisan version come to the floor. Not a single Democrat voted for it, just as not a single Democrat voted for the first iteration of the Workforce Investment Act. Anybody can pass partisan legislation that no one else supports, but that is not a constructive step towards lawmaking. Lawmaking entails making the tough decisions, working with the other side to create a work product. Again, with WIA, we had a 415-6 vote. With No Child Left Behind, whether it is that high or not, let's get a majority of Democrats and Republicans working together to reauthorize it. They began that hard work in the Senate Health Committee, where they have a bipartisan education reform bill that they have not brought to the full floor of the Senate, but at least they began that work of working in a bipartisan manner towards replacing No Child Left Behind with a new Federal education law.

This bill which passed the House, the Student Success Act, the Republican-only education bill, was opposed by Democrats for many reasons. First of all, it would have locked in education funding at sequester levels. Secondly, it would have locked many of our critical programs that support STEM, literacy, and the arts, support English language learners, and left students trapped in failing schools with little recourse for action. It was opposed not only by Democrats but also by the Chamber of Commerce, the Business Roundtable, and also every major education organization.

This process was unlike all other previous efforts to reauthorize the ESEA, when under the strong leadership of my colleagues, like now-Speaker BOEHNER and Ranking Member MILLER, Democrats and Republicans came together to strengthen and improve our education system. As Ranking Member MILLER enters retirement, with his last year in the House, we need to learn from his success in building consensus and forging compromise, in keeping students across our country first to ensure that we get the most bang for our buck with our limited Federal investment and students and young people receive the skills they need to compete in the 21st century workforce.

I urge my colleagues to recognize that our opportunity to build on the success of No Child Left Behind, which shined a light on the achievement gaps for minority and low-income students, is now, more than ever, critical. But just as it had successes, it also had failures that are recognized across the aisle. The superficial formula for adequate yearly progress is defended by nobody, and yet continues to be the law of the land.

I hope that this body can come together, just as we have for WIA, for charter schools, for ESRA, just as we are doing for the bills we are considering today, to update and improve the ESEA. That is what our students deserve and what we were elected to do. Rather than let these bills we are passing today stand out as an aberration, let us build upon them, let them form momentum for higher ed reauthorization and ESEA reauthorization so we can begin the substantive work that the voters of this country have hired us to do.

Despite the fact that we are not considering a full reauthorization of the Higher Education Act, despite the fact that we are not considering a full reauthorization of No Child Left Behind, I am nevertheless pleased that we are considering H.R. 3136, a bill that I co-authored with Representative SALMON. This bill allows innovative colleges and universities to shorten the time and cost of earning a degree through self-paced programs based on learning rather than seat time. This innovation, called competency-based education, allows students to work at their own pace and earn credit by mastering the knowledge, rather than sitting in a seat and, let's be honest, sometimes not even being awake. This growing trend of innovation around competency-based education is particularly important because it provides a way to increase innovation and reduce the costs of a college degree.

Today's students come to college with different backgrounds and learn at different rates and different times of day. The competency-based education program allows an institution to tailor a program of study to an individual student. By measuring and assessing competencies, or what a student can demonstrate that they know, students are guaranteed to matriculate with the knowledge of the skills they need to master. Businesses will know what to expect upon hiring these students, and students will be incentivized to learn as quickly and as inexpensively as they can.

While the Department of Education currently has some latitude to explore this model through the experimental sites' programs, the current regulations need to be updated and streamlined to better support these innovative programs, which is what this bill does.

I am proud to say that in my district, institutions like Colorado State University's Global Campus are demonstrating that online public universities with competency-based programs can lead the way in attracting, educating, and graduating young learners and adult learners to succeed in the 21st century workforce. But CSU-Global and programs like it currently need to adhere to existing higher education structure, which limits the schedules of students and limits when students can achieve financial aid because traditional higher education is based on the

Carnegie unit, or credit hour, rather than what the students learn.

As Congress considers the reauthorization of the Higher Education Act, this project, this innovation that this bill will unleash is more crucial than ever. In 1998, Congress recognized the importance of the growing trend towards distance education and the opportunity for students to learn online. Now once again, we have the opportunity to learn from, to study, and to innovate around competency-based education, to learn about the changes that we need to make to maintain quality, to reduce costs, and to increase the number of students that have access to these programs.

That is why I was proud to work with Representative SALMON, Chairman KLINE, Ranking Member MILLER, and Ms. FOXX on this legislation, which would permit institutions to waive certain regulations that stand in the way of them adopting a competency-based model. We will learn a lot. We will learn what works, and we will learn what doesn't work. They are both important as we seek to expand innovation across the higher education sector to reduce costs and increase quality.

This legislation will allow Congress and the general public to learn more about the opportunities that competency-based education offers for students to increase access and opportunity in higher education.

I am also pleased that the House is considering under this rule H.R. 4984, the Empowering Students Through Enhanced Financial Counseling Act. Financial counseling is an important method for students to learn about the most effective and least expensive way for them to finance their higher education, both before, during, and after their college experience. Many students simply don't have the knowledge or the resources or the help to make sound decisions in their own interests about their opportunities to finance their postsecondary education.

To the degree that we don't provide a high quality standard of counseling, first-generation students in particular are the students who stand to benefit the most from improving access to higher education and they often lose out. H.R. 4984 makes many improvements to our financial counseling obligations under current law. The bill ensures that all students and parents who participate in the Federal loan program receive proactive counseling each year that is personalized to meet their own financial needs. Students will receive information about the terms and conditions of Pell Grants and various other loan programs. The bipartisan bill also directs the Secretary of Education to create and disseminate online tools to provide annual loan counseling, helping to bring our financial aid counseling system into the 21st century and put useful, relevant information into the hands of students.

One place in particular that financial counseling can play an important role

is when determining whether to take out Federal loans or private student loans. Private student loans often have variable interest rates, as high or higher than 14 percent. They are not eligible for the important deferment, income-based repayment, or loan forgiveness options that come with Federal student loans, but half of private student loan borrowers borrowed less than they could have in Federal Stafford loans. So without realizing it in many cases, people are turning to the higher priced, less beneficial private market place when they still have unused capacity on the Federal student loan side. It is clear that there is an information gap and students need information about the terms and conditions of these loans.

That is why I am thrilled that this underlying bill contains an important part of my Know Before You Owe Act, which I first introduced last session and reintroduced this session, along with Representative BISHOP and Representative SCHWARTZ, to ensure that financial counseling includes additional disclosures on private education loans, with information about college financing options and warnings about riskier private loans to help students make informed decisions about their choices so that they get the best deal that is available to them under current law.

□ 1300

I am also pleased the underlying bill will improve exit counseling for student loan repayment. Unfortunately, many students default on what could otherwise be manageable levels of debt because they don't understand the payment options.

The ExCEL Act, which I mentioned earlier and introduced with Representative PETRI, would make simple income-based repayment the default option, which will reduce paperwork and administrative overhead and prevent this unfortunate occurrence and make payments more affordable for students.

The bill will help students understand that they have many options to pay back their loans and help them make the choice that is best for them.

These bills are a step forward, but affording college education requires a lot more progress than a full step. We need to make enormous progress to reverse the trend of the last few decades that have led to five times the cost of college inflation adjusted since 1983.

I wish I could be here before you to say that these bills will fix that. Mr. Speaker, I am sorry to say that they will help, but they alone will not turn around the alarming trend that is making college harder and harder for middle class families to afford.

So while I support these bills as a step forward, I oppose the rule and call upon this body to allow a full and open debate on the Higher Education Act on ESEA.

I reserve the balance of my time.

Ms. FOXX. Mr. Speaker, I yield 4 minutes to the gentleman from Arizona (Mr. SALMON), the prime sponsor on one of these bills.

Mr. SALMON. Mr. Speaker, I rise in support of the rule and the underlying bill, H.R. 3136, the Advancing Competency-Based Education Demonstration Project of 2014.

I would like to thank Chairman KLINE and the subcommittee Chairwoman FOXX for their support and work on this legislation. I am really appreciative of Representative POLIS and all of his fine work. This truly is a bipartisan bill.

I would also like to state how proud I am to be part of a body that has actually taken its job very, very seriously for the hard times that most Americans have fallen upon, and I am proud that over the course of the last year and a half since I rejoined the Congress, that we passed over 320 bills—40 of them that would create jobs in this economy immediately—that are languishing in the Majority Leader of the Senate's drawer and have no action taken.

A lot of the American public are frustrated, and they have gone to calling this the do-nothing Congress. Well, let me tell you, half the Congress—the House—is actually doing its work.

When it comes to the appropriation bills, which we are required by our rules and our laws to do every year, the House will have done its duty by the end of this year in passing all the appropriation bills. I think we have done 10 of them so far. I believe the Senate hasn't done any.

So I think that when it comes to dealing with the cost of higher education, this is a big step in the right direction. We are aware of the cost of higher education. It has grown by more than 500 percent since 1985 compared to an overall inflation rate of 121 percent.

Federal regulations greatly impede the efforts to reduce the cost of a college degree. As a result, we have got to implement policies to allow institutions to be innovative in developing new models of education, instead of continuing with the status quo because the status quo is not working.

That is why I introduced the Advancing Competency-Based Education Demonstration Project of 2014 with my colleagues Representative POLIS and Representative BROOKS.

This important bipartisan legislation will set up a pilot project to allow institutions to more easily develop innovative ways to deliver education to their students. H.R. 3136 is the first step in allowing students to earn a degree and enter the job market sooner based on their knowledge and their skill set, rather than seat time in the classroom.

My bill will direct the Secretary of Education to implement a demonstration project and to waive regulatory requirements that impede innovations that might decrease costs to students.

The program would allow colleges to provide college credit to students who

can prove competencies through prior work and life experience, rather than a specified amount of time in the classroom.

In our field hearing that we held in Arizona, two of our college presidents from Arizona State University and the University of Arizona said that this will immensely help them to be able to get students through their degree programs quicker, based on their competency.

They all agreed that the group of people that it will probably help more than anybody else in America are our returning veterans because they come with certain skill sets that they don't get credit for.

I would like to just talk 1 minute about how that process works because I had it work in my life. I served a mission for my church to Taiwan when I was a young man, and I came back fluent in Mandarin and Chinese.

It didn't make a lot of sense for me to go through Chinese 101 and learn how to say "where is the bathroom" with the other kids when I could already speak fluent Mandarin and Chinese.

I was able to test out of that by demonstrating my competency of already being fluent in the language, and I got just about an entire semester's worth of credit.

That is what we are talking about here. People who have been in the military, people who have been in other jobs that they have had, where they have been able to learn skills that don't necessarily translate into book work, but they are a lot more proficient at those skills than a lot of kids entering the classroom. This is going to cut through a lot of the garbage and allow people to be able to get those degrees earlier and, thereby, reducing their costs.

This legislation passed out of the Education and the Workforce Committee by a voice vote, and it allows higher education institutions to explore more innovative ways to deliver education, measure quality, and disperse financial aid based on actual learning, again, rather than seat time.

It provides flexibility to the schools looking to provide students a more personalized, cost-effective education, and I think that is what we are all here for.

I thank the Speaker for entertaining my ideas, and I thank the gentlewoman for giving me the time.

Mr. POLIS. Mr. Speaker, if we defeat the previous question, I will offer an amendment to the rule to bring up H.R. 4582, Mr. TIERNEY's bill, to enable millions of students, graduates, and parents in middle class families to responsibly finance their existing student loans.

To discuss our proposal, I yield 3 minutes to the gentleman from Massachusetts (Mr. TIERNEY), the ranking member of the Education and the Workforce Subcommittee on Health, Employment, Labor, and Pensions.

Mr. TIERNEY. Mr. Speaker, I thank the gentleman for yielding.

Mr. Speaker, I did file an amendment to this bill that would be considered today. Quite simply, what it does is provide existing student loan borrowers the opportunity to responsibly refinance their high-interest debt to a lower-interest obligation, like homeowners and car owners are able to do all the time.

The amendment is based on legislation that I filed here in the House and my colleague, ELIZABETH WARREN, filed over in the Senate. We have over 130 cosponsors here in the House and dozens of respected educational groups and diverse organizations in support of this measure.

The amendment would help students and parents save some real money. In fact, the Congressional Research Service says that a middle class undergraduate student with an average loan debt would save over \$4,000 over the life of the loan and a typical graduate student would save more than \$2,500 and the parent who borrowed money to help pay for their child's education would save more than \$3,500.

Mr. Speaker, these are real savings, real dollars, and no doubt, they are going to be directly invested back into the community. The Center for American Progress estimated that refinancing just the Federal student loans, not the parents' loans on that, would pump \$21 billion back into the economy.

It helps taxpayers too. The Congressional Budget Office—nonpartisan Congressional Budget Office—said that, over 10 years, it would save taxpayers \$22 billion.

So the proposal is a good deal for taxpayers, it is a good deal for students and parents, and it is a good deal for the economy. The real question here is: Why isn't there an urgency to move this legislation? Because the benefits to the economy are huge and the savings for taxpayers are real—despite all this, the Republican leadership blocked this amendment from coming to the floor for consideration today.

By blocking that amendment, the Republican leadership has denied every Member in this Chamber the ability to vote on this important measure and show that they are standing with the people—with the students, with the parents, with the economy at large for people who want to take benefit of this legislation.

Worse, by blocking this amendment, the Republican leadership denies relief to tens of millions of college students and parents and middle class families across the country who would benefit from the provisions of the bill that we would offer.

Mr. Speaker, that is unacceptable, but unfortunately, it is becoming more and more common in the House here, as it looks like Republicans refuse to stand with middle class families and those that aspire to the middle class, instead of putting politics before everything.

Instead of debating my amendment and the provisions of it that would help

middle class families, Republicans are finding some way to sue the President of the United States.

If you were to take that measure and ask the public: Would you rather have some relief and allow people to be able to write down and refinance their loans to a more reasonable interest rate as parents, as undergraduate students, graduate students, and parents of students—would you rather do that, or would you rather pursue some suit against the President which doesn't make any sense and isn't going to have any effect and doesn't work to get them real relief in things that matter to them in their lifetime today?

We are not doing what we should be doing this afternoon, Mr. Speaker. We should be putting politics aside. We should be allowing this amendment. We should rely on every Member of this House to vote on it.

I believe that we would get a strong bipartisan vote of support if we did that. I ask my colleagues to not vote on the previous question, to allow us to insert this amendment, and move forward.

Ms. FOXX. Mr. Speaker, I believe the gentleman from Massachusetts is quite well aware that his amendment was not germane to this bill.

Mr. Speaker, I yield 2 minutes to the gentleman from California (Mr. ROYCE).

Mr. ROYCE. Mr. Speaker, I would like to thank the Education and the Workforce Committee for bringing up H.R. 4984, the Empowering Students Through Enhanced Financial Counseling Act. I urge my colleagues to support this bipartisan bill.

Within the past year, I have held two Paying for College Workshops in my district. These district events have attracted hundreds of parents and students. I have noticed that parents take more careful notes during these workshops, but all of them were eager—all who attended were eager to learn about how to finance college tuition, from the free application for Federal student aid, to understanding the multiple grant and loan programs. Many students and parents struggle to understand this very complicated process.

I think that that is why this bill is important, the Empowering Students Through Enhanced Financial Counseling Act. With total student debt now over \$1 trillion, it is critical to equip students and parents with proper interactive counseling, so that they have the knowledge to make responsible and informed decisions when borrowing.

Understanding the terms and conditions for the Pell grants, understanding what an individual's financial obligations are after graduating, these are key to helping students and parents understand and manage financial health well beyond college.

I, again, would like to thank Representative BRETT GUTHRIE and Representative SUZANNE BONAMICI for their joint work on this bill. I would like to express my support, not only for their

bipartisan endeavor, but for the other higher education bills before the floor this week. These bills work to strengthen our education policy.

An education is one of the most important investments an individual can make. We must ensure that students and parents are able to make financially responsible choices. We must make sure they understand about Pell grants and other such programs available to them, along with the other higher education bills before this floor.

Let's improve the current system. I urge my colleagues to support the bill.

Mr. POLIS. Mr. Speaker, I am proud to yield 3 minutes to the gentleman from Texas (Mr. HINOJOSA), the ranking member of the Education and the Workforce Subcommittee on Higher Education and Workforce Training.

Mr. HINOJOSA. Mr. Speaker, I rise today to express my strong support of H.R. 5134, legislation which would reauthorize two advisory committees within the U.S. Department of Education for 1 year.

The National Advisory Committee on Institutional Quality and Integrity, known as NACIQI, and the Advisory Committee on Student Financial Assistance play vitally important advisory roles to the Secretary of Education and Congress and would not otherwise be extended through the General Education Provisions Act when the Higher Ed Act expires this year.

NACIQI, for example, advises the Secretary of Education on matters related to postsecondary education accreditation and the certification process for higher ed institutions to participate in Federal student aid programs.

The Advisory Committee on Student Financial Assistance provides advice and counsel on Federal student financial aid policy to both Congress and the Secretary of Education, including the recommendations for increasing college access and persistence to higher ed for low-income and moderate-income students.

As ranking member of the Subcommittee on Higher Education and Workforce Training, I want to thank Chairman KLINE, Ranking Member GEORGE MILLER, and Ranking Member FOXX for their leadership on this issue.

Although I will continue to fight for a more comprehensive reauthorization of the Higher Education Act, I believe that this bill, as well as the other three higher education bills being voted on this week, make some key improvements to the Higher Education Act.

So with that, I urge my colleagues to support the passage of H.R. 5134.

□ 1315

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

Mr. Speaker, the higher education landscape in America is changing to meet the demands of the ever more technologically engaged student population, as well as meeting the needs of adults who are coming back to college after some time in the workforce.

One of the most exciting innovations is competency-based education, which takes traditional degrees and college courses and maps them to specific skill sets or knowledge pieces, known as "competencies." A student progresses through a course by mastering these skill sets and obtaining the knowledge to prove they understand the concept.

Many of these students are individuals returning to college after an interrupted first attempt where they dropped out of college. As Mr. SALMON said, many are veterans with skills that have not yet been equated to coursework. Now they hope to improve their skills and further their careers, but these adults have already been learning skills along the way through their jobs and life experiences. Competency-based education allows students to move quickly through concepts they understand and spend more time focusing on skills that they need.

Additionally, many of these programs apply the skills or concepts to real-world problems that students may have faced in their workplaces or in their families, which helps create a habit of continual learning and application.

While well-intentioned, Federal regulation has often gotten in the way of innovative programs because it cannot account for the rapid change taking place. That is why my colleague, Representative MATT SALMON, has authored H.R. 3136, the Advancing Competency-Based Education Demonstration Project Act. This legislation will promote this innovation by directing the Secretary of Education to implement pilot projects for competency-based programs that will deliver greater flexibility to institutions that want to provide students with a more personalized education experience.

The bill will ensure accountability by requiring annual evaluations of each of these projects to determine program quality and ensure student achievement. My hope is that these projects will better inform our reauthorization of the Higher Education Act by giving us proven results of what works and what does not work in the current regulatory framework. Additionally, it will help inform our discussions around financial aid and what learning in the 21st century classroom looks like.

I worked in higher education for many years and thought these changes were imminent long ago, but higher education change in the past has occurred at a leisurely pace. It is exciting today finally to see some of the ideas and concepts that have been around for years being more widely tested and finding success.

In our country, there are 4.6 million jobs going unfilled because employers are not able to find individuals with the right skill sets to meet their needs. As these individuals come back to school to improve their skills, we should find ways to recognize and give credit for what they have already learned to help them move through the

process more quickly. This bill will help students do just that by providing flexibility to institutions to create programs that meet those needs and holding them accountable for the results.

For these reasons, I urge my colleagues to support this rule and the underlying bills, and I reserve the balance of my time.

Mr. POLIS. Mr. Speaker, it is my honor to yield 2 minutes to the gentleman from Texas (Mr. HINOJOSA), my esteemed colleague and the ranking member of the Education and the Workforce Subcommittee on Higher Education and Workforce Training.

Mr. HINOJOSA. Mr. Speaker, I also rise today to express my strong support for H.R. 4983, the Strengthening Transparency in Higher Education Act.

The underlying bill strengthens data transparency in higher education by establishing a new college dashboard Web site, which replaces the Network Navigator and ensures the inclusion of nontraditional students and data metrics.

The college dashboard Web site will provide better and more accessible information for students and families. Key information will consist of enrollment and completion data on full-time and part-time students, disaggregated by Pell recipients; by race, ethnicity, and disability; as well as information on net price, average student loan debt, and the college costs.

This bill promotes transparency on the use of adjunct faculty. For the first time, our Nation's colleges will be required to report the ratio of part-time to full-time instructors by degree level.

In addition, this legislation creates a more accessible calculator with clearer and more individualized information on student costs.

Finally, the bill requires that the college dashboard Web site be consumer tested with other agencies and students and institutions and experts to ensure it provides understandable and relevant information.

I am proud to say that Texas has been a leader in this area. The University of Texas system, for example, has developed an impressive college productivity dashboard designed to create transparency and to measure productivity in a more effective way. Above all, the UT dashboard system also provides students, families, and policymakers with robust data and information that they can use to make more informed decisions.

The SPEAKER pro tempore. The time of the gentleman has expired.

Mr. POLIS. Mr. Speaker, I yield the gentleman an additional 30 seconds.

Mr. HINOJOSA. Having better data and information has allowed the University of Texas to identify achievement gaps and to make improvements in areas that need reform. More accurate data on college participation and completion, for instance, can help to improve student outcomes, particularly for low-income students and students of color.

In closing, I applaud Chairman KLINE, Ranking Member MILLER, and Ms. FOXX for working in a bipartisan manner to advance this legislation.

I urge my colleagues on both sides of the aisle to vote in favor of H.R. 4983.

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

Mr. Speaker, the other bill to be considered under this rule is H.R. 4984, the Empowering Students Through Enhanced Financial Counseling Act, which will promote financial literacy through enhanced counseling for all recipients of Federal financial aid.

Making the decision to pursue post-secondary education can be challenging, and many students and families find themselves overwhelmed by the choices and new terminology. It is in the best interest of students and taxpayers alike that information about Federal aid be presented in a way that is easily understood.

Additionally, for most students, Federal financial aid provides them with more money than they are used to handling, and they struggle with how to manage properly their debt loads and living expenses. Students want to be treated as independent adults and therefore assume the responsibility that comes with their choices.

As they make the transition to college, or back to the classroom for adult learners, this bill seeks to help students make smart decisions about financing their education so they fully understand the circumstances they may face at the completion of their education.

This legislation ensures that borrowers, both students and parents, who participate in the Federal loan programs receive interactive counseling each year that is personalized to their individual situation, as well as review their loans each year and consent before receiving new Federal student loans.

The bill expands financial counseling to include students who receive a Pell grant, and it also directs the Secretary of Education to maintain and share a consumer-tested, online counseling tool institutions can use to provide annual loan and Pell grant counseling as well as exit counseling.

Mr. Speaker, it may surprise Members in this Chamber that I was the first person in my family to graduate from high school and go to college, where I worked full-time and attended school part-time. It took me 7 years to earn my bachelor's degree, and I continued to work my way through my master's and doctoral degrees.

From my own experience, I am convinced this is the greatest country in the world for many reasons, not the least of which is that a person like me who grew up extremely poor, in a house with no electricity and with no running water, with parents with very little formal education and no prestige at all, could work hard and be elected to the United States House of Representatives.

That is why I am passionate about ensuring that students have the opportunity to get an education but also understand the responsibility they are assuming in taking out a loan and the implications it may have on their family for years to come.

Throughout my career serving low-income, first-generation students, I know how rewarding an education can be, and this bill provides extra tools to help those students fully understand their commitments. Therefore, I urge my colleagues to support the rule and the underlying bill, and I reserve the balance of my time.

Mr. POLIS. Mr. Speaker, I ask unanimous consent to insert the text of my amendment in the RECORD, along with extraneous material, immediately prior to the vote on the previous question.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Colorado?

There was no objection.

Mr. POLIS. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, this Congress is best characterized by missing opportunities, whether it is balancing our budget, whether it is immigration reform, or, in the context of education, which is the primary issue I work on here on the committee in this institution, the opportunity to reauthorize and replace No Child Left Behind with a Federal education policy that works for our country and to replace the Higher Education Authorization Act with a bill that makes college more affordable for American families.

Today's considerations, while good bills—and I am particularly honored to have my bill with Mr. SALMON on the floor of the House, and I look forward to managing that and discussing its merits later and encourage a strong bipartisan vote of support—the tragedy is that we are nibbling around the edges and not dealing with the core of the issues that the American people demand that Congress deal with.

When we look at congressional approval ratings of 12 percent, we need go no further in explaining that than the hesitancy of this body to solve or address any of the major issues that I hear from my constituents on a daily basis.

If this Congress were serious, we could put H.R. 15, our bipartisan immigration reform bill, on the floor of this House. I am confident it would pass. If this body were serious, we could put the Employment Nondiscrimination Act, a bipartisan bill, on the floor of this House to prevent companies across our country from firing Americans simply because of whom they date or love in their private lives, and it would pass.

We could begin the not easy work but the worthwhile work of working together, Democrats and Republicans, on reauthorizing ESEA, No Child Left Behind, and replacing our broken Federal education policy with a constructive



approach that works for kids across our country in reauthorizing the Higher Education Act.

What would be those principles behind reauthorizing the ESEA? I think there are a lot of good ideas from both sides of the aisle.

When No Child Left Behind was signed into law by George Bush, it was a step forward for transparency and accountability; but even in the immediate aftermath, it was clear that Congress didn't get everything right. Rather than improving it and adjusting it, it has been frozen like a time capsule from 2001. Secretary Duncan has done what he can with the broad authority of waivers.

I hope that my Republican colleagues agree that vesting any administration—not just this President—with that kind of ability should not be the intent of lawmakers. We should address the flaws in the act.

I think any President, Democrat or Republican, is doing what they can with the law such as it is, but the real answer doesn't lie with an administration. It lies with Congress. It lies in Congress altering and changing the AYP formula.

What does real accountability look like? Growth over time and how much students are learning. What should ESEA contain? It should promote innovation and excellence. It should expand and replicate what works in public education. The most promising thing we have is that we have examples of schools that work with at-risk kids from every demographic that outperform their peers and prepare kids for college and the workforce.

Finally, we need to change what doesn't work in public education.

So shining a light isn't enough. Having a broad stroke of AYP and policy levers and penalties that are unconnected to actually improving schools doesn't work. But we need to begin the difficult work of turning around persistently failing schools to ensure that every child across our country has access to a good education.

□ 1330

That is the work we are not doing. It is the work we are not doing in this bill. It is the work we haven't done in committee in any meaningful way, and it joins the litany of issues that I hear about from my constituents on a daily basis.

Has this Congress balanced the budget? No.

Has the Congress resolved our immigration crisis as we have seen the temperature increase with the tens of thousands of young people on our southern border? No, we haven't taken a single step. In fact, this Congress hasn't even passed or brought to the floor or debated a single immigration bill.

For a while, we were hearing that there would be a "piecemeal approach" to immigration reform. We are nearing the end of the 113th Congress, and we

haven't seen a single piece. I don't know what kind of a meal that is, but it is not one that satisfies one's appetite, and it doesn't satisfy the appetite of the voters not to see Congress deal with immigration reform, secure our border and replace our broken immigration system with one that works for our country.

People in the education world—teachers, students, families, school board members, principals across our country—all know what I hope my colleagues know, which is that ESEA is broken, that No Child Left Behind doesn't work. It has flaws that aren't ideological—they aren't Democrats say this or Republicans say this. It has formulas that don't make sense to anybody. It is the formula, namely, that declares that nearly every public school in our country is a failure.

Now, that can be something that some people might want to say rhetorically, but I don't think you will even find too many Democrats or Republicans saying that every public school in this country is a failure. I shouldn't say "every." It is 99 percent or 95 percent of them. I think there are a few small ones that got through, but AYP sets up this apparatus that is nearly impossible for schools to meet, which is requiring that every student cohort achieve proficiency now. It sounded good. Congress mandated that every student become proficient, but it shouldn't be a great surprise that it didn't happen, so it is time to replace that with something that makes sense. If people rhetorically want to say all public schools are failing on either side of the aisle, they are welcome to it, but I think we all know that the reality is more nuanced in that there are good public schools and there are poorly performing public schools.

The way that you treat and deal with a good public school and public policy is not to say it is a failing one. You can praise it. You can say they are doing a great job. You can pat them on the back. You can certainly challenge them to do more, but that is a very different policy response to a persistently failing high school where six out of 10 kids who go in the door in ninth grade don't even graduate. That school is doing their community a disservice and is only increasing the rampant inequality of opportunity that plagues our country.

Instead of relying on temporary fixes and marginal improvements, I encourage this Congress to take on the real issues—to take on immigration reform, to take on balancing the budget, and, in this context, to take on ESEA: replace our broken education law No Child Left Behind with a bipartisan bill that we can be proud of and that will endure for the next decade; replace the Higher Education Act with a bipartisan bill that actually makes substantive progress around reducing the cost of college.

I want to thank Ranking Member MILLER and Chairman KLINE. I encour-

age my colleagues to vote against the rule, and I would encourage them to vote "yes" on both of these bipartisan bills.

I yield back the balance of my time. Ms. FOXX. Mr. Speaker, I yield myself such time as I may consume.

We have worked in a bipartisan fashion on this legislation that is before us today and on some other legislation. Yesterday, the President signed H.R. 803, which we called the SKILLS Act when it left the House. I am very proud of that, and the President talked about how happy he was to sign that bill and how doing things in a bipartisan fashion felt so good.

But my colleague across the aisle keeps talking about "the Congress." As he well knows, but sometimes does not present accurately to the American people, "the Congress" consists of two Chambers: the House of Representatives and the Senate. The House of Representatives, as evidenced by what we are doing here today, is very serious about doing our work.

On average, the House is holding 37 hearings every week, fulfilling our oversight responsibilities. We have passed 321 bills that are sitting in the Senate and are not being taken up by Senator REID, who is responsible for stopping meaningful legislation that will reduce energy costs and help create jobs in this country.

The record of House Republicans on fiscal issues is second to none. We have cut discretionary spending every year since taking control of the House. We have proposed reforms to many of our entitlement programs. If the gentleman is sincere in his desire for a balanced budget, I ask him to work with his ranking member on the Budget Committee to propose such a path. House Republicans have voted to support a pathway to balance, and Democrats have voted to raise taxes on hardworking Americans while never reaching balance.

Mr. Speaker, there is much work that needs to be done in this country, and we are facing lots of challenges. I believe that education is the most important tool Americans at any age can have. It was a privilege to work with my colleagues on both sides of the aisle on the Education Committee to advance legislation that seeks to meet the needs of today's student population as well as to provide accountability for hardworking taxpayer dollars invested. I think the record of the Education and the Workforce Committee is very clear: when our colleagues across the aisle will work with us, we move legislation.

No legislation is perfect, and that is why I look forward to continuing to work with my colleagues to address their concerns and improve this legislation through the amendment process. Additionally, I look forward to working with my colleagues in the Senate to find common ground on advancing higher education reform that will improve the opportunities and results for students and will provide accountability for taxpayers.

However, these bills provide a good foundation to work from, and as a proud supporter of this legislation, I urge my colleagues to vote in favor of this rule and the underlying bills.

Mr. PASCRELL. Mr. Speaker, I rise today in opposition to this rule as it does not make in order a bipartisan amendment to H.R. 4984, that I introduced with my friend Congressman RUNYAN.

Under the legislation, institutions are required to provide certain information to borrowers recommending they exhaust their federal loan opportunities before taking out private loans, that federal loans typically offer better terms, and that if they do decide to take out a private loan, an explanation regarding some of the borrower's rights. Our simple, right-to-know amendment would add to the list of information required to be made available an explanation of the differences between private loans and federal loans when it comes to the death or disability of the borrower. Borrowers would be notified that the borrower's estate or any cosigner of a private loan may be obligated to repay the full amount of the loan in the event of the death or disability of the borrower.

This amendment is based on bipartisan legislation I introduced with Mr. RUNYAN, legislation which passed by a voice vote in the House a few years ago. The Bryski family—who live in Mr. RUNYAN's district in South Jersey—fought for six years to discharge a private student loan they cosigned for their son Christopher, a college student who suffered a traumatic brain injury during his third year at Rutgers University and passed away after spending two years in a coma. Upon Christopher's death, his family was told by the bank that they would have to take over the loan and begin making payments on the \$50,000 owed.

No family ever expects to lose a child. However, should the unexpected happen during college, it is a terrible fact today that families not only struggle with the loss of their loved one, but are also burdened as they find out they now have the obligation to pay the student's outstanding private loans. In this circumstance, federal loans are forgiven, but private lenders often still require families to pay back loans on behalf of their children. Understandably, the unexpected costs are difficult to absorb, and families are not mentally prepared for these various circumstances.

While no one can prepare for or anticipate the death of a loved one, especially a child entering college, requiring this information to be made available will ensure families can make the most appropriate financial decisions about how they finance higher education. This bill does not add a dime to the deficit, and we are not seeking to change lending rules or requiring banks to discharge debt. We simply want loan cosigners to understand what they could be responsible for.

It is a disappointment that the Majority would rather keep parents in the dark, and would rather allow private banks and some of their most heartless practices remain in the shadows than consider this simple amendment that would simply ensure that students and their families are warned about this possibility.

I urge opposition to the rule.

The material previously referred to by Mr. POLIS is as follows:

AN AMENDMENT TO H. RES. 677 OFFERED BY  
MR. POLIS OF COLORADO

At the end of the resolution, add the following new sections:

SEC. 3. Immediately upon adoption of this resolution the Speaker shall, 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. 4582) to amend the Higher Education Act of 1965 to provide for the refinancing of certain Federal student loans, and for other purposes. 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 among and controlled by the chair and ranking minority member of the Committee on Education and the Workforce and the chair and ranking minority member of the Committee on Ways and Means. After general debate the bill shall be considered for amendment under the five-minute rule. All points of order against provisions in the bill 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. 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. If the Committee of the Whole rises and reports that it has come to no resolution on the bill, then on the next legislative day the House shall, immediately after the third daily order of business under clause 1 of rule XIV, resolve into the Committee of the Whole for further consideration of the bill.

SEC. 4. Clause 1(c) of rule XIX shall not apply to the consideration of H.R. 4582.

THE VOTE ON THE PREVIOUS QUESTION: WHAT  
IT REALLY MEANS

This vote, the vote on whether to order the previous question on a special rule, is not merely a procedural vote. A vote against ordering the previous question is a vote against the Republican majority agenda and a vote to allow the Democratic minority to offer an alternative plan. It is a vote about what the House should be debating.

Mr. Clarence Cannon's *Precedents of the House of Representatives* (VI, 308-311), describes the vote on the previous question on the rule as "a motion to direct or control the consideration of the subject before the House being made by the Member in charge." To defeat the previous question is to give the opposition a chance to decide the subject before the House. Cannon cites the Speaker's ruling of January 13, 1920, to the effect that "the refusal of the House to sustain the demand for the previous question passes the control of the resolution to the opposition" in order to offer an amendment. On March 15, 1909, a member of the majority party offered a rule resolution. The House defeated the previous question and a member of the opposition rose to a parliamentary inquiry, asking who was entitled to recognition. Speaker Joseph G. Cannon (R-Illinois) said: "The previous question having been refused, the gentleman from New York, Mr. Fitzgerald, who had asked the gentleman to yield to him for an amendment, is entitled to the first recognition."

The Republican majority may say "the vote on the previous question is simply a vote on whether to proceed to an immediate vote on adopting the resolution . . . [and] has no substantive legislative or policy implications whatsoever." But that is not what they have always said. Listen to the Republican Leadership Manual on the Legislative Process in the United States House of Rep-

resentatives, (6th edition, page 135). Here's how the Republicans describe the previous question vote in their own manual: "Although it is generally not possible to amend the rule because the majority Member controlling the time will not yield for the purpose of offering an amendment, the same result may be achieved by voting down the previous question on the rule . . . . When the motion for the previous question is defeated, control of the time passes to the Member who led the opposition to ordering the previous question. That Member, because he then controls the time, may offer an amendment to the rule, or yield for the purpose of amendment."

In Deschler's *Procedure in the U.S. House of Representatives*, the subchapter titled "Amending Special Rules" states: "a refusal to order the previous question on such a rule [a special rule reported from the Committee on Rules] opens the resolution to amendment and further debate." (Chapter 21, section 21.2) Section 21.3 continues: "Upon rejection of the motion for the previous question on a resolution reported from the Committee on Rules, control shifts to the Member leading the opposition to the previous question, who may offer a proper amendment or motion and who controls the time for debate thereon."

Clearly, the vote on the previous question on a rule does have substantive policy implications. It is one of the only available tools for those who oppose the Republican majority's agenda and allows those with alternative views the opportunity to offer an alternative plan.

Ms. FOXX. Mr. Speaker, I yield back the balance of my time, and I move the previous question on the resolution.

The SPEAKER pro tempore. The question is on ordering the previous question.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. POLIS. 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, further proceedings on this question will be postponed.

ANNOUNCEMENT BY THE SPEAKER  
PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Record votes on postponed questions will be taken later.

STRENGTHENING TRANSPARENCY  
IN HIGHER EDUCATION ACT

Ms. FOXX. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4983) to simplify and streamline the information regarding institutions of higher education made publicly available by the Secretary of Education, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows: