

Ms. FOXX. Mr. Speaker, I rise today in support of H.R. 5134 and yield myself such time as I may consume.

While the majority of the Higher Education Act is extended until the end of FY 2015 by the General Education Provisions Act, the extension does not apply to two committees authorized under the law.

The first committee is the National Advisory Committee on Institutional Quality and Integrity, which advises the Secretary of Education on accreditation issues and which accrediting bodies to improve.

The second committee is the Advisory Committee on Student Financial Assistance, which advises both Congress and the Secretary of Education on student financial aid policy. In order to ensure these important advisory committees can continue to serve policymakers, Representative HINOJOSA and I authored H.R. 5134 to extend both of these committees for 1 year.

With that, Mr. Speaker, I urge my colleagues to vote in favor of this simple extension and reserve the balance of my time.

Mr. HINOJOSA. I yield myself as much time as I may consume.

Mr. Speaker, I rise today to express my strong support for H.R. 5134, legislation which would reauthorize two advisory committees within the U.S. Department of Education for at least 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 Education 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 education 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 recommendations for increasing college access and persistence to higher education for low-income and moderate-income students.

As the ranking member of the Subcommittee on Higher Education and Workforce Training, I thank Chairman KLINE, Ranking Member MILLER, and Chairwoman 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 today, as well as the other three higher education bills being voted on this week, make some key improvements to the Higher Education Act.

With that, I urge my colleagues on both sides of the aisle to support the passage of H.R. 5134.

I reserve the balance of my time.

Ms. FOXX. Mr. Speaker, I urge my colleagues to vote “yes” on H.R. 5134 and yield back the balance of my time.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from North Carolina (Ms. FOXX) that the House suspend the rules and pass the bill, H.R. 5134.

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

A motion to reconsider was laid on the table.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (Mr. THORNBERRY). Pursuant to clause 8 of rule XX, proceedings will resume on questions previously postponed.

Votes will be taken in the following order:

Ordering the previous question on House Resolution 677;

Adopting House Resolution 677, if ordered.

The first electronic vote will be conducted as a 15-minute vote. The second electronic vote will be conducted as a 5-minute vote.

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

The SPEAKER pro tempore. The unfinished business is the vote on ordering the previous question on the resolution (H. Res. 677) providing for consideration of the bill (H.R. 3136) to establish a demonstration program for competency-based education, and providing 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, on which the yeas and nays were ordered.

The Clerk read the title of the resolution.

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

The vote was taken by electronic device, and there were—yeas 224, nays 190, not voting 18, as follows:

[Roll No. 437]

YEAS—224

Aderholt	Bachus	Benishke
Amash	Barletta	Bentivolio
Amodei	Barr	Bilirakis
Bachmann	Barton	Bishop (UT)

Black	Hanna	Pitts
Blackburn	Harper	Poe (TX)
Boustany	Harris	Pompeo
Brady (TX)	Hartzler	Posey
Bridenstine	Hastings (WA)	Price (GA)
Brooks (AL)	Heck (NV)	Reed
Brooks (IN)	Hensarling	Reichert
Broun (GA)	Herrera Beutler	Renacci
Buchanan	Holding	Ribble
Bucshon	Hudson	Rice (SC)
Burgess	Huelskamp	Rigell
Byrne	Huizenga (MI)	Roby
Calvert	Hultgren	Roe (TN)
Camp	Hunter	Rogers (AL)
Cantor	Hurt	Rogers (KY)
Capito	Issa	Rohrabacher
Carter	Jenkins	Rokita
Cassidy	Johnson (OH)	Rooney
Chabot	Johnson, Sam	Ros-Lehtinen
Chaffetz	Jolly	Roskam
Clawson (FL)	Jones	Ross
Coble	Jordan	Rothfus
Coffman	Joyce	Royce
Cole	Kelly (PA)	Runyan
Collins (GA)	King (IA)	Ryan (WI)
Collins (NY)	King (NY)	Salmon
Conaway	Kinzinger (IL)	Sanford
Cook	Kline	Scalise
Cotton	Labrador	Schock
Cramer	LaMalfa	Schweikert
Crawford	Lamborn	Scott, Austin
Crenshaw	Lance	Sensenbrenner
Culberson	Lankford	Sessions
Daines	Latham	Shimkus
Davis, Rodney	Latta	Shuster
Denham	LoBiondo	Simpson
Dent	Long	Smith (MO)
DeSantis	Lucas	Smith (NE)
Diaz-Balart	Luetkemeyer	Smith (NJ)
Duffy	Lummis	Smith (TX)
Duncan (SC)	Marchant	Southerland
Duncan (TN)	Marino	Stivers
Ellmers	Massie	Stockman
Farenthold	McAllister	Stutzman
Fincher	McCarthy (CA)	Terry
Fitzpatrick	McCaul	Thompson (PA)
Fleischmann	McClintock	Thornberry
Fleming	McHenry	Tiberi
Flores	McKeon	Tipton
Forbes	McKinley	Turner
Fortenberry	McMorris	Upton
Foxx	Rodgers	Valadao
Franks (AZ)	Meadows	Wagner
Frelinghuysen	Meehan	Walberg
Gardner	Messer	Walden
Garrett	Mica	Walorski
Gerlach	Miller (FL)	Weber (TX)
Gibbs	Miller (MI)	Webster (FL)
Gibson	Mullin	Westrup
Gohmert	Mulvaney	Westmoreland
Goodlatte	Murphy (PA)	Whitfield
Gosar	Neugebauer	Williams
Gowdy	Noem	Wilson (SC)
Granger	Nugent	Wittman
Graves (GA)	Nunes	Wolf
Graves (MO)	Olson	Womack
Griffin (AR)	Palazzo	Woodall
Griffith (VA)	Paulsen	Yoder
Grimm	Pearce	Yoho
Guthrie	Petri	Young (AK)
Hall	Pittenger	Young (IN)

NAYS—190

Barber	Clarke (NY)	Ellison
Barrow (GA)	Clay	Engel
Bass	Cleaver	Enyart
Beatty	Clyburn	Esty
Bera (CA)	Cohen	Farr
Bishop (GA)	Connolly	Fattah
Bishop (NY)	Conyers	Foster
Blumenauer	Cooper	Frankel (FL)
Bonamici	Costa	Fudge
Brady (PA)	Courtney	Gabbard
Braley (IA)	Crowley	Gallego
Brown (FL)	Cuellar	Garamendi
Brownley (CA)	Cummings	Garcia
Bustos	Davis (CA)	Grayson
Butterfield	Davis, Danny	Green, Al
Capps	DeFazio	Green, Gene
Capuano	DeGette	Grijalva
Cárdenas	Delaney	Gutiérrez
Carney	DeLauro	Hahn
Carson (IN)	DelBene	Hastings (FL)
Cartwright	Deuth	Higgins
Castor (FL)	Dingell	Himes
Castro (TX)	Doggett	Hinojosa
Chu	Doyle	Holt
Ciilline	Duckworth	Horsford
Clark (MA)	Edwards	Israel

Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lee (CA)
Levin
Lewis
Lipinski
Loeb sack
Lofgren
Lowenthal
Lowe
Lujan Grisham (NM)
Lujan, Ben Ray (NM)
Lynch
Maffei
Maloney, Carolyn
Maloney, Sean
Matheson
Matsui
McCarthy (NY)
McCollum
McDermott
McGovern

McIntyre
McNerney
Meeks
Meng
Michaud
Miller, George
Moore
Moran
Murphy (FL)
Nadler
Napolitano
Neal
Negrete McLeod
Nolan
O'Rourke
Owens
Pallone
Pascrell
Pastor (AZ)
Payne
Perlmutter
Peters (CA)
Peters (MI)
Peterson
Pingree (ME)
Pocan
Polis
Price (NC)
Quigley
Rahall
Rangel
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.

Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schneider
Schrader
Schwartz
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Shea-Porter
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takano
Thompson (CA)
Thompson (MS)
Tierney
Titus
Tonko
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Waters
Waxman
Welch
Wilson (FL)
Yarmuth

NOT VOTING—18

Becerra
Campbell
DesJarlais
Eshoo
Gingrey (GA)
Hanabusa
Heck (WA)

Honda
Hoyer
Huffman
Kingston
Miller, Gary
Nunnelee
Pelosi

Perry
Rogers (MI)
Stewart
Wasserman
Schultz

□ 1433

Mrs. NAPOLITANO, Ms. JACKSON LEE, Ms. SINEMA, and Mr. GARCIA changed their vote from “yea” to “nay.”

Mr. KING of New York changed his vote from “nay” to “yea.”

So the previous question was ordered. The result of the vote was announced as above recorded.

Stated for:

Mr. PERRY. Mr. Speaker, on rollcall No. 437 I was unavoidably detained. Had I been present, I would have voted “aye.”

Stated against:

Mr. BECERRA. Mr. Speaker, I was unavoidably detained and missed rollcall vote 437. If present, I would have voted “no.”

(By unanimous consent, Mr. BOEHNER was allowed to speak out of order.)

HONORING DR. JESSICA BIENSTOCK

Mr. BOEHNER. Mr. Speaker, let me take this opportunity to recognize a special guest who is in our Nation's Capital today. Dr. Jessica Bienstock is the residency program director for the Department of Gynecology and Obstetrics at the Johns Hopkins University School of Medicine.

In her career, she has delivered over 1,000 babies, and one of them is well known to all of us, and she is Abigail Rose Beutler, who of course is the daughter of our friend and colleague, the gentlelady from Washington. We are all familiar with Abigail's story and the odds that she overcame. If she is a happy, healthy miracle, then Dr. Bienstock is the miracle worker who

helped give the gift of hope and life to this family.

I think the whole House owes a debt of gratitude to her and to all of our doctors, nurses, and medical professionals.

The SPEAKER pro tempore (Mr. HASTINGS of Washington). Without objection, 5-minute voting will continue.

There was no objection.

The SPEAKER pro tempore. The question is on the resolution.

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

RECORDED VOTE

Mr. POLIS. Mr. Speaker, I demand a recorded vote.

A recorded vote was ordered.

The SPEAKER pro tempore. This is a 5-minute vote.

The vote was taken by electronic device, and there were—ayes 230, noes 185, not voting 17, as follows:

[Roll No. 438]

AYES—230

Aderholt
Amash
Amodei
Bachmann
Bachus
Barber
Barletta
Barr
Barton
Benishak
Bentivolio
Bilirakis
Bishop (UT)
Black
Blackburn
Boustany
Brady (TX)
Bridenstine
Brooks (AL)
Brooks (IN)
Broun (GA)
Buchanan
Bucshon
Burgess
Byrne
Calvert
Camp
Cantor
Capito
Carter
Cassidy
Chabot
Chaffetz
Clawson (FL)
Coble
Coffman
Cohen
Cole
Collins (GA)
Collins (NY)
Conaway
Cook
Cotton
Cramer
Crawford
Crenshaw
Culberson
Daines
Davis, Rodney
Denham
Dent
DeSantis
Diaz-Balart
Duckworth
Duffy
Duncan (SC)
Duncan (TN)
Elliott
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes

Fortenberry
Fox
Franks (AZ)
Gardner
Garrett
Gerlach
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (MO)
Griffin (AR)
Griffith (VA)
Grimm
Guthrie
Hall
Hanna
Harper
Harris
Hartzler
Hastings (WA)
Heck (NV)
Hensarling
Herrera Beutler
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurt
Issa
Jenkins
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Labrador
LaMalfa
Lamborn
Lance
Lankford
Latta
LoBiondo
Long
Lucas
Luetkemeyer
Lummis
Marchant
Marino
Massie
McAllister
McCarthy (CA)
McCaul

McClintock
McHenry
McKeon
McKinley
McMorris
Rodgers
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Mullin
Mulvaney
Murphy (FL)
Murphy (PA)
Neugebauer
Noem
Nugent
Nunes
Olson
Owens
Palazzo
Paulsen
Pearce
Perry
Peters (CA)
Petri
Pittenger
Pitts
Poe (TX)
Pompeo
Posey
Price (GA)
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney
Ros-Lehtinen
Roskam
Ross
Rothfus
Royce
Runyan
Ryan (WI)
Salmon
Sanford
Scalise
Schock
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson

Sinema
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Southernland
Stivers
Stockman
Stutzman
Terry
Thompson (PA)
Thornberry

Tiberi
Tipton
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walorski
Weber (TX)
Webster (FL)
Wenstrup

Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Wolf
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IN)

NOES—185

Barrow (GA)
Bass
Beatty
Becerra
Bera (CA)
Bishop (GA)
Bishop (NY)
Blumenauer
Bonamici
Brady (PA)
Braley (IA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
Deutch
Dingell
Doggett
Doyle
Edwards
Ellison
Engel
Enyart
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Garcia

Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings (FL)
Higgins
Himes
Hinojosa
Holt
Horsford
Hoyer
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lee (CA)
Levin
Lewis
Lipinski
Loeb sack
Lofgren
Lowenthal
Lowe
Lujan Grisham (NM)
Lujan, Ben Ray (NM)
Lynch
Maffei
Maloney, Carolyn
Maloney, Sean
Matheson
Matsui
McCarthy (NY)
McCollum
McDermott
McGovern
McIntyre
McNerney
Meeks
Meng
Michaud
Miller, George
Moore
Moran
Nadler
Napolitano

Neal
Negrete McLeod
Nolan
O'Rourke
Pallone
Pascrell
Pastor (AZ)
Payne
Perlmutter
Peters (MI)
Peterson
Pingree (ME)
Pocan
Polis
Price (NC)
Quigley
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Royal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schneider
Levin
Schwartz
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Shea-Porter
Sherman
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takano
Thompson (CA)
Thompson (MS)
Tierney
Titus
Tonko
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Waters
Waxman
Welch
Wilson (FL)
Yarmuth

NOT VOTING—17

Campbell
DesJarlais
Eshoo
Frelinghuysen
Gingrey (GA)
Hanabusa

Heck (WA)
Honda
Huffman
Kingston
Latham
Miller, Gary

Nunnelee
Pelosi
Rogers (MI)
Stewart
Wasserman
Schultz

□ 1445

So the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

ADVANCING COMPETENCY-BASED
EDUCATION DEMONSTRATION
PROJECT ACT OF 2013

GENERAL LEAVE

Mr. KLINE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and to include extraneous material on H.R. 3136.

The SPEAKER pro tempore (Mr. HOLDING). Is there objection to the request of the gentleman from Minnesota?

There was no objection.

The SPEAKER pro tempore. Pursuant to House Resolution 677 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the consideration of the bill, H.R. 3136.

The Chair appoints the gentleman from Nevada (Mr. AMODEI) to preside over the Committee of the Whole.

□ 1447

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the state of the Union for the consideration of the bill (H.R. 3136) to establish a demonstration program for competency-based education, with Mr. AMODEI in the chair.

The Clerk read the title of the bill.

The CHAIR. Pursuant to the rule, the bill is considered read the first time.

The gentleman from Minnesota (Mr. KLINE) and the gentleman from Colorado (Mr. POLIS) each will control 30 minutes.

The Chair recognizes the gentleman from Minnesota.

Mr. KLINE. Mr. Chairman, I yield myself such time as I may consume.

I rise today in strong support of the Advancing Competency-Based Education Demonstration Project Act of 2013.

Mr. Chairman, this week, Congress is moving forward with a bipartisan effort to strengthen our Nation's higher education system.

Across the country, millions of college students are getting ready to start the school year. They will soon say good-bye to family and friends and pursue their dream of a postsecondary education. Unfortunately, Mr. Chairman, many Americans are struggling to turn that dream into reality.

The higher education system we know today is too costly, too bureaucratic, and outdated. Some are having a hard time fitting the traditional college experience into a busy lifestyle that already includes work, family, or both. Others are graduating with a pile of debt and no job prospects.

A college degree can open the door to a bright and prosperous future, yet too often, obstacles stand in the way. Ultimately, States and institutions must provide the answers students and families need, but Congress has a role to play as well.

First and foremost, we need to continue promoting policies that will get

this economy moving again, so every college graduate who wants a job can find a job. We can also adopt common-sense reforms that will improve our higher education system.

Today, the House will begin to do just that. We have an opportunity right now—right now, Mr. Chairman—to advance reforms that will support innovation and empower students to make informed decisions about their college careers. H.R. 3136 is the first step in that effort.

The bipartisan Advancing Competency-Based Education Demonstration Project Act will allow institutions to expand an innovative approach to higher education, known as competency-based education.

This model of education defines a set of skills for a field of work and then measures student progress in acquiring those skills. Once a student demonstrates a level of skill or competency, he or she can move to the next step in the academic program.

Instead of awarding a student credit hours for time spent in class, competency-based education allows a student to learn at a pace tailored to his or her specific needs.

If you are a single mom, you may need more time to complete your degree while juggling the demands of work and kids, or if you are a dad out of a job with a family to support, 4 years sitting in a classroom is time you do not have.

Competency-based education holds tremendous promise. It allows students to earn a degree in less time and even at a lower cost than in a traditional education setting, yet it is difficult for institutions to expand this innovative model under a system that values time over learning.

H.R. 3136 will help us move in a different direction. The legislation directs the Secretary of Education to authorize a number of demonstration projects to test and strengthen competency-based education.

Among other provisions, the legislation requires the Secretary to focus on programs that are designed to reduce costs in the time it takes to earn a degree. The bill requires a thorough evaluation of each demonstration project, so policymakers learn which programs demonstrate success and what specific roadblocks are standing in the way.

Mr. Chairman, this is a good bill that will help make a difference in the lives of students and families. I want to thank the bipartisan authors of the legislation: Mr. MATT SALMON, Mr. JARED POLIS, and Mrs. SUSAN BROOKS.

I urge my colleagues to support the bill, and I reserve the balance of my time.

Mr. POLIS. Mr. Chairman, I yield myself such time as I may consume.

I rise today to join my colleague in support of the Advancing Competency-Based Education Demonstration Project Act of 2013, a bill that I had the honor to coauthor with Representative SALMON. I greatly appreciate his work,

as well as the work of many others on this bill.

This bill will help unleash innovation that promises to improve the quality of a college education and, just as importantly, if not more, reduce the cost. It will allow innovative colleges and universities to shorten the time it takes to earn a degree, reduce college costs through self-paced programs based on learning rather than time spent in the seat—and let's be honest, some of that time is often sleeping.

This innovation, which is called competency-based education, has a lot of promise. There is a lot to learn along the way, pitfalls to avoid. The benefits that we will learn over time promise to help allow students to work at their own pace and progress by mastering the knowledge of a course, which is essentially what the purpose of the course should be.

By demonstrating mastery of the course, regardless of how long it takes, we can, a, ensure employers that there is quality with regard to the outcomes of that course; and, b, reduce costs by allowing a student, if they are capable, to proceed faster.

This growing trend of innovation is very important because it provides a way to increase innovation and decrease costs. Since the last reauthorization in 2007, higher education has become more and more expensive.

Mr. Chairman, the cost of attending a university has risen by almost five times per student since 1983. At the same time that that cost has risen and a higher education has become harder and harder for American families to afford, the returns of a higher education have also increased.

College graduates who are working full time earn almost \$17,000 more a year annually than their peers who only have a high school diploma.

While a 4-year university degree isn't always the best option for everyone, some form of postsecondary education, whether it is a community college or whether it is a certification program, has become increasingly imperative to landing a good-paying job in the 21st century workforce.

Competency-based education can increase access to higher education for both nontraditional students, as well as college-age students—oftentimes who have a job—a family, and other commitments.

The National Center for Education Statistics reports that of the 17½ million people enrolled in college, only 15 percent were attending a 4-year college and living on campus.

So when we think about higher education and who is attending college, only 15 percent of those are having the experience I had or perhaps many of our colleagues had, where you go and you live in a dorm and you attend college for 4 years. That is only 15 percent.

The other 85 percent are doing something else. It might mean taking classes at night, it might mean online education, or it might mean taking