

The amendment was agreed to.

Mr. KLINE. Mr. Chairman, I move that the Committee do now rise.

The motion was agreed to.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. THOMPSON of Pennsylvania) having assumed the chair, Mr. AMODEI, Chair of the Committee of the Whole House on the state of the Union, reported that that Committee, having had under consideration the bill (H.R. 3136) to establish a demonstration program for competency-based education, had come to no resolution thereon.

#### PROVIDING FOR CONSIDERATION OF H. CON. RES. 105, REMOVING UNITED STATES ARMED FORCES FROM IRAQ

Mr. NUGENT. Mr. Speaker, I ask unanimous consent that it be in order at any time to consider House Concurrent Resolution 105 in the House, if called up by the Chair of the Committee on Foreign Affairs or his designee;

that the amendment printed in the portion of the CONGRESSIONAL RECORD designated for that purpose in clause 8 of rule XVIII and numbered 1 be considered as adopted;

that the concurrent resolution, as amended, be considered as read;

and that the previous question be considered as ordered on the concurrent resolution, as amended, to adoption without intervening motion or demand for division of the question except for 1 hour of debate equally divided and controlled by Representative ROYCE of California and Representative MCGOVERN of Massachusetts or their respective designees.

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

There was no objection.

#### ADVANCING COMPETENCY-BASED EDUCATION DEMONSTRATION PROJECT ACT OF 2013

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 further consideration of the bill, H.R. 3136.

Will the gentleman from Georgia (Mr. WESTMORELAND) kindly take the chair.

□ 1547

#### 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 further consideration of the bill (H.R. 3136) to establish a demonstration program for competency-based education, with Mr. WESTMORELAND (Acting Chair) in the chair.

The Clerk read the title of the bill.

The Acting CHAIR. When the Committee of the Whole House rose earlier today, amendment No. 5 printed in part

A of House Report 113-546 offered by the gentleman from Alabama (Mr. BYRNE) had been disposed of.

AMENDMENT NO. 6 OFFERED BY MR. LANGEVIN

The Acting CHAIR. It is now in order to consider amendment No. 6 printed in part A of House Report 113-546.

Mr. LANGEVIN. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 10, after line 9 insert the following:

“(B) EMPLOYMENT DATA.—

“(i) IN GENERAL.—Each eligible entity that carries out a demonstration project under this section may provide to the Director of the Institute of Education Sciences with respect to the students participating in the competency-based education project carried out by the eligible entity the number and percentage of students completing a competency-based education program or course of study offered by such eligible entity who find employment in a field related to the program or course of study of such students.

“(ii) TECHNICAL ASSISTANCE.—The Director of the Institute of Education Sciences shall, at the request of an eligible entity, provide technical assistance to such eligible entity to assist such eligible entity in collecting and reporting accurate information relating to the employment of students participating in a competency-based education project carried out by such eligible entity.

Page 10, line 10, strike “(B)” and insert “(C)”.

The Acting CHAIR. Pursuant to House Resolution 677, the gentleman from Rhode Island (Mr. LANGEVIN) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Rhode Island.

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

Mr. Chairman, I would like to, first of all, thank the gentleman from Arizona, Congressman SALMON, as well as Chairman KLINE and Ranking Member MILLER for their work in bringing this very important bill to the floor.

Mr. Chairman, my amendment would allow entities receiving funds under this bill to report the number and percentage of students who are able to find employment in a field relating to their program or course of study and would allow the director of IES to provide technical assistance to such entities upon request.

Basically, my intent is to give situational awareness to both educators and students and also an understanding of how well our dollars being spent in terms of educating both our young people and people who are looking for a second career, looking for other job opportunities, so that they know that their time and effort will be well spent.

I am proud to be joined in offering this amendment by my good friend and colleague, Congressman G.T. THOMPSON from Pennsylvania, as coauthors of the bipartisan Career and Technical Education Caucus.

Representative THOMPSON and I are committed to providing all students

with the information necessary to make informed career decisions.

Many of the students who will be served by this bill are nontraditional students, working parents, students with full-time jobs, and many others who are seeking a different education than what a traditional 4-year curriculum affords, so these are the very people who would benefit the most from clear and accessible career market information.

It has become obvious that high school diplomas are really no longer sufficient training for the modern job market, and while not every job will require a college degree, some sort of postsecondary education will be necessary, and students, Mr. Chairman, deserve accurate information to help them find the career pathway that best fits their goals and abilities.

My amendment will help these students by encouraging schools to report on the number of students who are able to use their education to find a relevant career, data that students will be able to use in the coming years to inform their own decisions and choose an academic path that will lead to a well-paying job.

This amendment has been scored by the CBO as budget-neutral and will not result in any additional spending.

With that, I reserve the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Chairman, I rise to claim the time in opposition, although I am not opposed to this amendment.

The Acting CHAIR. Without objection, the gentleman is recognized for 5 minutes.

There was no objection.

Mr. THOMPSON of Pennsylvania. Mr. Chairman, while claiming the time in opposition, I rise as a supporter and cosponsor of this bipartisan amendment with my colleague and fellow co-chairman of the House Career and Technical Education Caucus, Congressman LANGEVIN.

Our amendment would allow eligible entities to submit to the Institute of Education Sciences information regarding the number and percentage of students who are able to find employment, jobs in a field relating to their program or course of study.

This will provide for the collection of longitudinal data and will allow policymakers to have a further understanding of course study and career alignment, but more importantly, students will be able to utilize these findings to see what courses of study have a higher prevalence of job placement.

Mr. Chairman, I often say, “It is not where you start out in life, but it is where you end up,” and education is the key to that journey.

This amendment will further assist students participating in competency-based programs, many of whom will be nontraditional students and will provide them with another opportunity to attain success in life.

I urge my colleagues to support this bipartisan, no-cost amendment and reserve the balance of my time.

Mr. LANGEVIN. Mr. Chairman, I thank the gentleman from Pennsylvania for his comments and the exceptional work that he does and that we do collaboratively with respect to career and technical education, and I appreciate his cosponsorship of this amendment.

Mr. Chairman, again, in closing, this amendment would help to give situational awareness to students, to educators, and to all those who want to understand, is the time and effort, the investment that people are making worth that investment, and is it a clear path forward, particularly for those who are looking for a new career or who are looking to, as we do right now, trying to close the skills gap that we have not only in my home State of Rhode Island, but across the country, as people are trying to get the right skills for the right jobs that are good paying going forward.

This will give them the data to understand the best career paths to follow, where it would be best to invest their time and their energy, as well as their resources.

So with that, I urge all of my colleagues to support this amendment, and I yield back the balance of my time.

Mr. THOMPSON of Pennsylvania. I just want to thank my colleague for his work and leadership on this amendment. I thank the chairman and the ranking member for their leadership on the underlying bill.

I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Rhode Island (Mr. LANGEVIN).

The amendment was agreed to.

AMENDMENT NO. 7 OFFERED BY MR. DUFFY

The Acting CHAIR. It is now in order to consider amendment No. 7 printed in part A of House Report 113-546.

Mr. DUFFY. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 13, line 17, strike “(h)” and insert “(i)”.

Page 13, after line 16, insert the following:

“(h) DISCLOSURE OF AUTHORIZATION TO SELL STUDENT DATA.—An eligible entity carrying out a demonstration project under this section shall ensure that each institution of higher education of the eligible entity provides to each student, or the parents of each minor student, enrolled in the institution of higher education—

“(1) a disclosure letter, which describes the personally identifiable information of the student that may be sold by a person with whom the institution of higher education has an agreement to provide software applications for students; and

“(2) an option to opt-out of such personally identifiable information from being sold.”.

The Acting CHAIR. Pursuant to House Resolution 677, the gentleman from Wisconsin (Mr. DUFFY) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Wisconsin.

Mr. DUFFY. Mr. Chairman, I appreciate all the work that Chairman KLINE and Ranking Member MILLER have put into this bill.

My amendment today has to do with the issue of privacy. Listen, technology has been a great thing for America. It has allowed better communication and connectivity amongst our friends and our family members.

With email, cell phones, text, and pictures, we are able to share very intimate parts of our lives with those who are closest to us, but it is not always used with the purest of hearts. Many Americans, including many young Americans, have been concerned about the data collection that comes from the NSA about Americans' emails, texts, and phone records.

We have just learned recently about the information that the Consumer Financial Protection Bureau is collecting on the American citizenry. They are collecting information on nearly 600 to 800 million credit cards in America.

They are also teaming up with FHFA to form a database that collects information on Americans about their race, their religion, their sex, their payment history, their credit scores, the number of children that they have, their date of birth, their Social Security number.

They have access to all of this information, and I think most Americans would say that is too much information for the government to have.

It just doesn't happen in government though. It also happens in the private sector, without Americans' permission or consent.

My amendment is narrowly focused on this demonstration project, but it requires those schools, universities, and colleges who participate that when they enter into an agreement with an outside company and that outside company can actually sell the personally identifiable information of students to third parties—whether it is for advertisement or just basic data collection for research—they actually have to give notice to the students that their information is going to be sold, and they have give an opportunity for the students to opt out, that their information not be sold to third-party vendors.

This is about empowering students, giving them the power and control over their personally identifiable information, and if they choose to have it sold, so be it. They give permission, just like when they make a post on Facebook or they send a tweet on Twitter, but if they don't give consent, let's not allow schools to take their information and sell it without their permission.

I urge my colleagues to support this amendment in support of our students across the country.

With that, I reserve the balance of my time.

Mr. POLIS. Mr. Chairman, I claim the time in opposition to the Duffy amendment, but do not oppose the amendment.

The Acting CHAIR. Without objection, the gentleman from Colorado is recognized for 5 minutes.

There was no objection.

Mr. POLIS. Mr. Chairman, this amendment would require institutions participating in the demonstration project to provide a disclosure to students when companies can access and potentially sell students' personally identifiable information.

Students should always know when and how their personal information may be used or sold. This amendment would also allow students to opt out of any arrangement where their information could be sold, allowing them to maintain their privacy.

I have been very active on this issue of privacy in the K-12 space, where I challenged a group of industry leaders to come up with a statement of principles or a promise to parents that delineates clear language about what they are doing and not doing when it comes to housing student data.

I would certainly be pleased to work with the gentleman from Wisconsin on this issue in the higher education space as well, to ensure that we are protecting the privacy of all students.

I thank the gentleman from Wisconsin for his amendment to ensure the continued protection and safety of students' personally identifiable information, and I yield back the balance of my time.

Mr. DUFFY. Listen, I would just make the point to my good friend from Colorado, this is common sense.

If you are able to take a poll of university students—college students and say: Listen, there is an amendment on the floor today that would give you power over your personally identifiable information so schools can't sell it and it can't be used for advertisement or data collection, would you support that amendment, to empower you with your personally identifiable information?

□ 1600

I think the answer would be a resounding “yes.” And I have worked with the committee to narrowly tailor this amendment specifically for this demonstration project.

Frankly, I am one who believes this should apply to colleges and universities across the board empowering students. I think if you talk to 20-year-olds and 24-year-olds around the country and what they think about the NSA infringing upon their privacy, they are the ones that were outraged by it.

So I think this makes sense. I guess I am disappointed in the opposition. I believe in our youth in America. I believe they should have the right to their data and how their data is used. So I encourage my colleagues to support this amendment.

Mr. Chairman, with that, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Wisconsin (Mr. DUFFY).

The amendment was agreed to.

AMENDMENT NO. 8 OFFERED BY MR. GOWDY

The Acting CHAIR. It is now in order to consider amendment No. 8 printed in part A of House Report 113–546.

Mr. GOWDY. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 14, line 1, insert before the semicolon at the end the following: “including an institution of higher education that offers a dual-enrollment program under which a secondary school student is able simultaneously to earn credit toward a secondary school diploma and a postsecondary degree, certificate, or credential”.

The Acting CHAIR. Pursuant to House Resolution 677, the gentleman from South Carolina (Mr. GOWDY) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from South Carolina.

Mr. GOWDY. Mr. Chairman, I want to start by recognizing and thanking my friend and chairman, JOHN KLINE from Minnesota, for his leadership not just on this bill, but on the whole jurisdiction of Education and the Workforce. I want to also thank the folks on the staff, Mr. Chairman, of the Committee on Education and the Workforce, Mr. MILLER, and especially my friend PETER WELCH for working with me on this amendment.

The underlying bill, Mr. Chairman, as you know, seeks to support innovation in higher education by reenvisioning how regulators and institutions have measured student progress and student aid. This bill, Mr. Chairman, sets up demonstration projects to study the effect of competency-based education.

Our amendment, Mr. Chairman, simply permits participation of dual enrollment programs to be included in the demonstration projects created. As the chairman knows, many students—in fact, I am reluctant to cite statistics, but I think it is well north of 1 million students across our great country—have benefited in dual enrollment classes.

In fact, Mr. Chairman, I live with a student that has benefited back home in Spartanburg, both at Dorman High School and, I know, Spartanburg High School. Probably other high schools have partnered with institutions of higher learning to prepare, Mr. Chairman, our children, number one, to be able to gauge the speed of the pitches in college—the pitchers pitch a little faster in college sometimes than they do in high school—but more significantly, and particularly for my daughter's friends, it enables them to go ahead and start getting college credit and reducing both their caseload and, more importantly, the cost when these children decide to matriculate.

The dual enrollment programs are widespread, and they deserve to be considered as part of the demonstration projects.

With that, Mr. Chairman, I reserve the balance of my time.

Mr. WELCH. Mr. Chairman, I rise in opposition to the amendment, although I am in favor of it.

The Acting CHAIR. Without objection, the gentleman from Vermont is recognized for 5 minutes.

There was no objection.

Mr. WELCH. First of all, I do want to thank Mr. KLINE and Mr. MILLER for bringing this bill to the floor, and I want to thank the staffs for working with Mr. GOWDY and me on this amendment and an amendment to follow.

One of the things that brought Mr. GOWDY and me together is the concern about the cost of education, and I know that has been a major concern for the Education and the Workforce Committee. But one of the dilemmas that we have is that, if we put more money in as taxpayers—and I am a strong supporter of more grant and more aid for our colleges—but if every dollar we put in is a dollar increase in tuition, then the students are treading water and the taxpayers are treading water.

So what are some of the things that we can do to try and help give the flexibility to our institutions of higher learning the ability to actually accelerate graduation and, therefore, help potentially lower the cost?

Mr. GOWDY outlined what this competency-based learning amendment would do. It would reward students who have some ambition and get started early. It would allow college administrators to properly give credit for that serious effort on the part of students, and it might help reverse what has been a trend where a lot of students are taking more than 4 years to graduate and allow them the opportunity with their effort and discipline to graduate in less than 4 years. If you graduate in 3½ years, that is a significant savings to that family and that student who is borrowing money as a way of getting ahead in this society.

So I really appreciate the focus that the committee has had on this question and appreciate very much the work that Mr. GOWDY in trying to present to this body this amendment which will help, I think, facilitate the goal of making college more affordable. It is absolutely so essential to the young people of this country.

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

Mr. GOWDY. In summation, Mr. Chairman, I just want to thank, again, the chairman, the gentleman from Minnesota, for his willingness to entertain other peoples' ideas for his hard work and the full book of business that they do on Education and the Workforce, and particularly the women and men who work so hard on the staff, and my friend from Vermont who is always open to areas of consensus and agreement and working across the aisle.

Mr. Chairman, with that, I yield back the balance of my time.

Mr. WELCH. Mr. Chairman, I would just say the same to Mr. GOWDY. I ap-

preciate working with him on this and also on our Committee on Oversight and Government Reform.

I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from South Carolina (Mr. GOWDY).

The question was taken; and the Acting Chair announced that the ayes appeared to have it.

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

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from South Carolina will be postponed.

AMENDMENT NO. 9 OFFERED BY MR. POLIS

The Acting CHAIR. It is now in order to consider amendment No. 9 printed in part A of House Report 113–546.

Mr. POLIS. Mr. Chairman, I have an amendment at the desk as the designee of Ms. MENG.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 14, beginning line 16, redesignate subsection (c) as subsection (d).

Page 14, after line 15, insert the following:

(c) REPORT.—The Secretary of Education shall report to Congress, every 10 years, on the needs of limited English proficient students using the Free Application for Federal Student Aid.

The Acting CHAIR. Pursuant to House Resolution 677, the gentleman from Colorado (Mr. POLIS) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Colorado.

Mr. POLIS. Mr. Chairman, today I am proud to rise in support of the Meng amendment.

This amendment would ensure that the Secretary of Education assesses the usability of the Free Application for Federal Student Aid, which we always often call FAFSA, in the business for students with limited English proficiency. Access to student aid should always be free, but the technical form is often hard to understand and complete when a student's, or particularly their parents', first language isn't English. Frankly, I have looked at the form, and it is hard enough to understand in English, Mr. Chairman, as a native speaker.

Assessing the usability of the FAFSA every decade will allow the Department of Education to adapt the changing demographics at colleges across the country. I strongly encourage my colleagues to vote “yes” on this amendment so students can have better and easier access to Federal student loan aid programs for free.

Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Colorado (Mr. POLIS).

The amendment was agreed to.

AMENDMENT NO. 10 OFFERED BY MR. GOWDY

The Acting CHAIR. It is now in order to consider amendment No. 10 printed in part A of House Report 113-546.

Mr. GOWDY. I have an amendment at the desk, Mr. Chairman.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Add at the end the following new section:  
**SECTION 3. HIGHER EDUCATION REGULATORY REFORM TASK FORCE.**

(a) **TASK FORCE ESTABLISHED.**—Not later than 2 months after the date of enactment of this Act, the Secretary of Education shall establish the Higher Education Regulatory Reform Task Force.

(b) **MEMBERSHIP.**—The Higher Education Regulatory Reform Task Force shall include—

(1) the Secretary of Education or the Secretary's designee;

(2) a representative of the Advisory Committee on Student Financial Assistance established under section 491 of the Higher Education Act of 1965 (20 U.S.C. 1098); and

(3) representatives from the higher education community, including—

(A) institutions of higher education, with equal representation of public and private nonprofit institutions, and two-year and four-year institutions, and with not less than 25 percent of such representative institutions carrying out distance education programs; and

(B) nonprofit organizations representing institutions of higher education.

(c) **ACTIVITIES.**—

(1) **REPORT REQUIRED.**—Not later than 6 months after the date of enactment of this Act, the Secretary of Education shall submit to Congress and make available on a publicly available website a report (in this section referred to as the "Higher Education Regulatory Reform Report") prepared by the Higher Education Regulatory Reform Task Force on Department of Education regulatory requirements for institutions of higher education described in paragraph (2).

(2) **CONTENTS OF REPORT.**—The Higher Education Regulatory Reform Report shall contain the following with respect to Department of Education regulatory requirements for institutions of higher education:

(A) A list of rules that are determined to be outmoded, duplicative, ineffective, or excessively burdensome.

(B) For each rule listed in accordance with subparagraph (A) and that is in effect at the time of the review under subparagraph (A), an analysis of whether the costs outweigh the benefits for such rule.

(C) Recommendations to consolidate, modify, simplify, or repeal such rules to make such rules more effective or less burdensome.

(D) A description of the justification for and impact of the recommendations described in subparagraph (C), as appropriate and available, including supporting data for such justifications and the financial impact of such recommendations on institutions of higher education of varying sizes and types.

(E) Recommendations on the establishment of a permanent entity to review new Department of Education regulatory requirements affecting institutions of higher education.

(3) **NOTICE AND COMMENT.**—At least 30 days before submission of the Higher Education Regulatory Reform Report required under paragraph (1), the Secretary of Education shall publish the report in the Federal Register for public notice and comment. The Higher Education Regulatory Reform Task Force may modify the report in response to

any comments received before submission of the report to Congress.

(d) **DEFINITION OF INSTITUTION OF HIGHER EDUCATION.**—For the purposes of this section, the term "institution of higher education" has the meaning given such term in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002), except that such term does not include institutions described in subsection (a)(1)(C) of such section 102.

The Acting CHAIR. Pursuant to House Resolution 677, the gentleman from South Carolina (Mr. GOWDY) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from South Carolina.

Mr. GOWDY. Mr. Chairman, I again want to thank Mr. KLINE and all the hardworking folks on Education and the Workforce, the Members and especially the women and men of the staff.

The Upstate of South Carolina, Mr. Chairman, is home to several higher education institutions, public and private, large and small, and the issue of education affordability is front and center. And, frankly, Mr. Chairman, families are struggling trying to be able to plan for their kids' future.

I know that, both because I have the benefit of representing these families and I hear from them and I also know it anecdotally, Mr. Chairman. I have a 17-year-old daughter, and while she is blessed in many ways compared to her contemporaries, lots and lots of her friends come to the house from time to time. We preach to people that the road to prosperity is paved with hard work and education, but when this road is riddled with potholes called "unsustainable debt," I don't know how we can expect them to get to the end.

You figure out what the cost of education is. In many of these instances, these children are the first ones in their family to try to go to school. And so they are looking at me. They have done well in high school. They have done everything we have asked them to do, and they are staring, in some instances, at massive amounts of debt just so they can do what we promised them that if you work hard and you get an education, the pathway to prosperity will be paved for you.

So against that backdrop, my friend from Vermont and I decided let's look at regulations and what impact they may have on the cost of higher education. Mr. Chairman, as you well know, you may conclude that a regulation is worth it. It may cost money, but it may still be worth it. That is fine. That is a separate analysis. But there really is no reason to not study the regulations themselves to see what impact they are having.

So I give a lot of credit to the gentleman from Vermont who approached me with his idea. I think it is a solid idea. I can't imagine any reason not to form a task force or a working group to study regulations and what impact, whether wittingly or unwittingly, those regulations are having on the cost of higher education.

With that, Mr. Chairman, I reserve the balance of my time.

Mr. WELCH. Mr. Chairman, I rise in opposition to the amendment, although I am for the amendment.

The Acting CHAIR. Without objection, the gentleman from Vermont is recognized for 5 minutes.

There was no objection.

Mr. WELCH. Mr. Chairman, this question of college debt that my colleague, Mr. GOWDY, spoke about, that is brutal. It is not a red State-blue State deal, and it is not a Republican-Democratic deal. It is young people getting out of college with a mountain of debt, and they are starting out with the equivalent of a mortgage.

There has been an enormous amount of attention in this body to how to deal with that and a lot of debate about how to deal with it. I know Mr. MILLER has been a champion on this cause along with Mr. TIERNEY on our side and, I know, Mr. GOWDY and Mr. KLINE on the other side.

I have pushed back, to some extent, on our college administrators, because it is not just a matter of what taxpayers can afford to fund by way of grant and aid or what families can afford to put up from their hard-earned savings, it is a question of what will college administrators do to try to keep those tuition increases down. So we need the active participation of our college administrators.

When I talked to Mr. GOWDY, he talked to his folks, I guess the president of Clemson, and I spoke with the president of the University of Vermont and some of our other college leaders in Vermont, and they were somewhat resistant to the notion of our getting involved in what they saw as their job and made some complaints that regulations were causing them to have to spend money.

Now, sometimes that can be an excuse, but I think what Mr. GOWDY said is the right way to go. Let's take a look at them.

I happen to think there are times when you need law and you need regulation. Title IX has been a law that has done an immense amount of good for young women who want the full opportunity to be as athletic as young men, and that was a law that did real good. Sometimes regulations do good—but not always.

Instead of just having a debate about more regulation or no regulation, what Mr. GOWDY and I are saying is, hey, let's get the people who are affected by this from all sides, have them take a look at these things and come up with an analysis of this is working, this isn't working. Because as a person who is in favor of law and regulation in appropriate cases, I am against bad regulations that just get in the way of a good education and affordability.

So this doesn't stack the deck either way, but it does allow parties who are involved in having to deal with regulations to have a way of looking at them, assessing them, and making recommendations about them.

□ 1615

What I see as beneficial on this is that we are going to have this as a tool to get our college administrators more actively involved with us in what is, I think, an enormous challenge of our times, and that is make college affordable and sustainable for the hard-working families in your district, Mr. Chairman, and in my district and Mr. GOWDY's.

I reserve the balance of my time.

Mr. GOWDY. Mr. Chairman, in summation, reasonable minds can and I am quite certain will differ as to the propriety of certain regulations. I get that. I understand that. That is part of the beauty of our country. What I would think that all reasonable minds can concur on is that we ought to at least look at them and see what the numbers are. That will instruct and inform the debate as to whether or not the benefit is worthy of the cost.

So again, I want to thank Mr. KLINE and the folks on E&W, and I especially want to thank, again, my friend from Vermont for always being willing to listen to other people's ideas. And usually the ones I have he improves and makes them better.

With that, I yield back the balance of my time.

Mr. WELCH. I thank my cosponsor, and I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from South Carolina (Mr. GOWDY).

The amendment was agreed to.

AMENDMENT NO. 11 OFFERED BY MR. GRAYSON

The Acting CHAIR. It is now in order to consider amendment No. 11 printed in part A of House Report 113-546.

Mr. GRAYSON. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

At the end of the bill, add the following new section:

**SEC. \_\_\_\_ STUDY ON USE OF INDIVIDUAL INCOME TAX RETURNS AS PRIMARY APPLICATION FOR FEDERAL STUDENT AID.**

Section 483 of the Higher Education Act of 1965 (20 U.S.C.1090) is amended by adding at the end the following new subsection:

“(i) STUDY ON USE OF INDIVIDUAL INCOME TAX RETURNS AS PRIMARY APPLICATION FOR FEDERAL STUDENT AID.—

“(4) STUDY.—The Secretary of Education, in consultation with the Commissioner of Internal Revenue, shall conduct a study on the feasibility and advantages and disadvantages of using individual income tax returns as the primary form of application for student aid under the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

“(5) REPORT.—Not later than one year after the date of the enactment of this subsection, the Secretary, in consultation with the Commissioner, shall submit to Congress a report containing the results of the study conducted under subsection (a).”.

The Acting CHAIR. Pursuant to House Resolution 677, the gentleman from Florida (Mr. GRAYSON) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Florida.

Mr. GRAYSON. Mr. Chairman, my amendment would require the Secretary of Education, in coordination with the IRS, to conduct a study on the feasibility of using individual income tax returns as the primary form of application for Federal student financial aid applications.

Personally, Mr. Chairman, I see no reason why American families are required to submit two exhaustive overviews of their financial situation to the Federal Government each year if they have a family member who is seeking a student loan. Individual tax returns provide a complete picture of the taxpayer's financial situation. Why should they also be forced to fill out a secondary onerous financial aid form to the Department of Education as well?

In the past few years, the Department of Education has built an IRS data retrieval tool into the financial aid application form in order to reduce the amount of time spent completing the form. It is my hope that we can take this feature a step further.

I support efforts to streamline the financial aid process. I think that using one form already required of all income-earning Americans is the best way to do it.

My amendment today would simply ensure that Congress has all the information it needs in order to accomplish such a transition. I urge my colleagues to support this effort to streamline the student aid process.

I reserve the balance of my time.

Mr. KLINE. Mr. Chairman, I claim time in opposition to the amendment, although I do not oppose the amendment.

The Acting CHAIR. Without objection, the gentleman from Minnesota is recognized for 5 minutes.

There was no objection.

Mr. KLINE. Mr. Chairman, this amendment which requires the Secretary of Education to study the advantages and disadvantages of using IRS income data to complete a student's application for Federal aid is an idea that is growing in popularity.

Simplifying the Federal student aid application has been proposed by a number of our colleagues. As part of an effort to reauthorize the Higher Education Act, Representatives LARRY BUCSHON, MIKE KELLY, JOHN TIERNEY, TIM BISHOP, JARED POLIS, and ED ROYCE introduced H.R. 4982, Simplifying the Application For Student Aid Act, which addresses this issue as well. That bipartisan legislation would streamline and improve the student aid application process by allowing students to import into their application IRS income data from 2 years prior to the date of application. The gentleman's amendment today will help inform us how better to simplify this process. I thank him for offering the amendment. I urge my colleagues to support it.

I yield back the balance of my time.

Mr. GRAYSON. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Florida (Mr. GRAYSON).

The amendment was agreed to.

AMENDMENT NO. 8 OFFERED BY MR. GOWDY

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, the unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from South Carolina (Mr. GOWDY) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

**RECORDED VOTE**

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The vote was taken by electronic device, and there were—ayes 413, noes 0, not voting 19, as follows:

[Roll No. 439]

**AYES—413**

Aderholt	Clyburn	Frankel (FL)
Amash	Coble	Franks (AZ)
Amodei	Coffman	Frelinghuysen
Bachmann	Cohen	Fudge
Bachus	Cole	Gabbard
Barber	Collins (GA)	Gallego
Barletta	Collins (NY)	Garamendi
Barr	Conaway	Garcia
Barrow (GA)	Connolly	Gardner
Barton	Conyers	Garrett
Bass	Cook	Gerlach
Beatty	Cooper	Gibbs
Becerra	Costa	Gibson
Benishek	Cotton	Gohmert
Bentivolio	Courtney	Goodlatte
Bera (CA)	Cramer	Gosar
Bilirakis	Crawford	Gowdy
Bishop (GA)	Crenshaw	Granger
Bishop (NY)	Crowley	Graves (GA)
Black	Cuellar	Graves (MO)
Blackburn	Culberson	Grayson
Blumenauer	Cummings	Green, Al
Bonamici	Daines	Green, Gene
Boustany	Davis (CA)	Griffin (AR)
Brady (PA)	Davis, Danny	Griffith (VA)
Brady (TX)	Davis, Rodney	Grijalva
Braley (IA)	DeFazio	Grimm
Bridenstine	DeGette	Guthrie
Brooks (AL)	Delaney	Gutiérrez
Broun (GA)	DeLauro	Hahn
Brown (FL)	DelBene	Hall
Brownley (CA)	Denham	Hanna
Buchanan	Dent	Harper
Bucshon	DeSantis	Harris
Burgess	Deuth	Hartzler
Bustos	Diaz-Balart	Hastings (FL)
Butterfield	Dingell	Hastings (WA)
Byrne	Doggett	Heck (NV)
Calvert	Doyle	Hensarling
Camp	Duckworth	Herrera Beutler
Cantor	Duffy	Higgins
Capito	Duncan (SC)	Himes
Capps	Duncan (TN)	Hinojosa
Capuano	Edwards	Holding
Cárdenas	Ellison	Holt
Carney	Ellmers	Horsford
Carson (IN)	Engel	Hoyer
Carter	Enyart	Hudson
Cartwright	Esty	Huelskamp
Cassidy	Farenthold	Huizenga (MI)
Castor (FL)	Farr	Hultgren
Castro (TX)	Fattah	Hunter
Chabot	Fincher	Hurt
Chaffetz	Fitzpatrick	Israel
Chu	Fleischmann	Issa
Cicilline	Fleming	Jackson Lee
Clark (MA)	Flores	Jeffries
Clarke (NY)	Forbes	Jenkins
Clawson (FL)	Fortenberry	Johnson (GA)
Clay	Foster	Johnson (OH)
Cleaver	Foxx	Johnson, E. B.

Johnson, Sam	Miller, Gary	Schneider
Jolly	Miller, George	Schock
Jones	Moore	Schrader
Jordan	Moran	Schwartz
Joyce	Mullin	Schweikert
Kaptur	Mulvaney	Scott (VA)
Keating	Murphy (FL)	Scott, Austin
Kelly (IL)	Murphy (PA)	Scott, David
Kelly (PA)	Nadler	Sensenbrenner
Kennedy	Napolitano	Serrano
Kildee	Neal	Sessions
Kilmer	Negrete McLeod	Sewell (AL)
Kind	Neugebauer	Shea-Porter
King (IA)	Noem	Sherman
King (NY)	Nolan	Shimkus
Kinzinger (IL)	Nugent	Shuster
Kirkpatrick	Nunes	Simpson
Kline	O'Rourke	Sinema
Kuster	Olson	Sires
Labrador	Owens	Slaughter
LaMalfa	Palazzo	Smith (MO)
Lamborn	Pallone	Smith (NE)
Lance	Pascarella	Smith (NJ)
Langevin	Pastor (AZ)	Smith (TX)
Lankford	Paulsen	Smith (WA)
Larsen (WA)	Pearce	Southerland
Latham	Perlmutter	Speier
Latta	Perry	Stivers
Lee (CA)	Peters (CA)	Stockman
Levin	Peters (MI)	Stutzman
Lewis	Peterson	Swalwell (CA)
Lipinski	Petri	Takano
LoBiondo	Pingree (ME)	Terry
Loeback	Pittenger	Thompson (CA)
Lofgren	Pitts	Thompson (MS)
Long	Pocan	Thompson (PA)
Lowenthal	Poe (TX)	Thornberry
Lowe	Polis	Tiberi
Lucas	Pompeo	Tierney
Luetkemeyer	Possey	Tipton
Lujan Grisham	Price (GA)	Titus
(NM)	Price (NC)	Tonko
Luján, Ben Ray	Quigley	Tsongas
(NM)	Rahall	Turner
Lummis	Rangel	Upton
Lynch	Reed	Valadao
Maffei	Reichert	Van Hollen
Maloney,	Renacci	Vargas
Carolyn	Ribble	Veasey
Maloney, Sean	Rice (SC)	Vela
Marchant	Richmond	Velázquez
Marino	Rigell	Visclosky
Massie	Roby	Wagner
Matheson	Roe (TN)	Walberg
Matsui	Rogers (AL)	Walden
McAllister	Rogers (KY)	Walorski
McCarthy (CA)	Rohrabacher	Walz
McCarthy (NY)	Rokita	Waters
McCaul	Rooney	Waxman
McClintock	Ros-Lehtinen	Weber (TX)
McCollum	Roskam	Webster (FL)
McDermott	Ross	Welch
McGovern	Rothfus	Wenstrup
McHenry	Roybal-Allard	Westmoreland
McIntyre	Royce	Whitfield
McKeon	Ruiz	Williams
McKinley	Runyan	Wilson (FL)
McMorris	Ruppersberger	Wilson (SC)
Rodgers	Ryan (OH)	Wittman
McNerney	Ryan (WI)	Wolf
Meadows	Salmon	Womack
Meehan	Sánchez, Linda	Woodall
Meeks	T.	Yarmuth
Meng	Sanchez, Loretta	Yoder
Messer	Sanford	Yoho
Mica	Sarbanes	Young (AK)
Michaud	Scalise	Young (IN)
Miller (FL)	Schakowsky	
Miller (MI)	Schiff	

## NOT VOTING—19

Bishop (UT)	Heck (WA)	Pelosi
Brooks (IN)	Honda	Rogers (MI)
Campbell	Huffman	Rush
DesJarlais	Kingston	Stewart
Eshoo	Larson (CT)	Wasserman
Gingrey (GA)	Nunnelee	Schultz
Hanabusa	Payne	

## ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote).  
There are 2 minutes remaining.

□ 1649

Messrs. MCCARTHY of California,  
NEAL, FOSTER, Ms. SHEA-PORTER,  
Mr. CHAFFETZ, Ms. DELAURO, and  
Messrs. FATTAH, COTTON, and

ISRAEL changed their vote from “no”  
to “aye.”

So the amendment was agreed to.

The result of the vote was announced  
as above recorded.

Stated for:

Mrs. BROOKS of Indiana. Mr. Chair, on roll-  
call No. 439 I was unavoidably detained. Had  
I been present, I would have voted “yes.”

The Acting CHAIR (Mr.  
FLEISCHMANN). The question is on the  
amendment in the nature of a sub-  
stitute, as amended.

The amendment was agreed to.

The Acting CHAIR. Under the rule,  
the Committee rises.

Accordingly, the Committee rose;  
and the Speaker pro tempore (Mr.  
WESTMORELAND) having assumed the  
chair, Mr. FLEISCHMANN, Acting Chair  
of the Committee of the Whole House  
on the state of the Union, reported that  
that Committee, having had under con-  
sideration the bill (H.R. 3136) to estab-  
lish a demonstration program for com-  
petency-based education, and, pursuant  
to House Resolution 677, he reported  
the bill back to the House with an  
amendment adopted in the Committee  
of the Whole.

The SPEAKER pro tempore. Under  
the rule, the previous question is or-  
dered.

Is a separate vote demanded on any  
amendment to the amendment re-  
ported from the Committee of the  
Whole?

If not, the question is on the amend-  
ment in the nature of a substitute, as  
amended.

The amendment was agreed to.

The SPEAKER pro tempore. The  
question is on the engrossment and  
third reading of the bill.

The bill was ordered to be engrossed  
and read a third time, and was read the  
third time.

## MOTION TO RECOMMIT

Mr. TIERNEY. Mr. Speaker, I have a  
motion to recommit at the desk.

The SPEAKER pro tempore. Is the  
gentleman opposed to the bill?

Mr. TIERNEY. Mr. Speaker, in its  
current form, I am.

The SPEAKER pro tempore. The  
Clerk will report the motion to recom-  
mit.

The Clerk read as follows:

Mr. Tierney moves to recommit the bill,  
H.R. 3136, to the Committee on Education  
and the Workforce with instructions to re-  
port the same back to the House forthwith  
with the following amendment:

At the end of the bill, add the following  
new section:

**SEC. \_\_\_\_ PROVIDING STUDENTS WITH REBATES  
TO LOWER THEIR EDUCATION  
COSTS.**

(a) REBATES AUTHORIZED.—The Secretary  
of Education may use funds made available  
under this section to provide a rebate to a  
borrower of a loan made under part B or part  
D of title IV of the Higher Education Act of  
1965 (20 U.S.C. 1070 et seq.) equal to the  
amount of savings the borrower would re-  
ceive if the loan balance was refinanced at a  
rate equal to the rate that would be applica-  
ble to the loan if it were issued under such  
part D during the 12-month period beginning  
on July 1, 2013, and ending June 30, 2014.

(b) APPROPRIATION OF FUNDS REQUIRED FOR  
REBATE.—The Secretary may only provide a  
rebate under subsection (a) to the extent  
that funds are appropriated in advance in an

appropriations act for that purpose and shall  
only provide eligible borrowers a rebate on a  
first-come, first-served basis.

(c) APPLICATION.—Each borrower who seeks  
a rebate under subsection (a) shall submit an  
application to the Secretary not later than  
June 30, 2015.

(d) BASIS.—The Secretary shall calculate  
rebates provided to borrowers under this sec-  
tion to approximate the savings to the bor-  
rower of a refinanced-loan on a cash basis.

(e) AUTHORIZATION OF APPROPRIATIONS.—  
There are authorized to be appropriated to  
carry out this section such sums as may be  
necessary.

Mr. KLINE (during the reading). Mr.  
Speaker, I ask unanimous consent that  
the reading be dispensed with.

The SPEAKER pro tempore. Is there  
objection to the request of the gen-  
tleman from Minnesota?

There was no objection.

The SPEAKER pro tempore. The gen-  
tleman from Massachusetts is recog-  
nized for 5 minutes.

Mr. TIERNEY. Mr. Speaker, this is  
the final amendment to the bill. It will  
not kill the bill or send it back to com-  
mittee. If this amendment is adopted,  
the bill will immediately proceed to  
final passage, as amended.

Mr. Speaker, student loan debt is at  
a crisis level in this country. Out-  
standing student loans now total more  
than \$1.2 trillion, surpassing total cred-  
it card debt, and every year, students  
are taking on more. An estimated 71  
percent of college seniors had debt in  
2012, with an average outstanding bal-  
ance of \$29,400 for those who borrowed  
to get a bachelor's degree.

My constituents—and I am sure the  
constituents of my colleagues—are  
calling, emailing, posting on Facebook,  
and even approaching me on the street  
to share their stories about how they  
have been buried in student loan debt.

This debt is causing them to put on  
hold other life decisions, such as  
whether or not they can move out of  
their parents' home, whether or not  
they can buy a car, purchase their own  
home, get married, or even consider  
starting a family.

A young woman from Boxford, Mas-  
sachusetts, wrote to me and said, “I  
pay more than the minimum balance  
every month. I sacrifice daily for my  
loans. I live at home, have a 50-minute  
commute to work every day because I  
cannot afford to live on my own or  
even with roommates . . . I cannot  
have the dreams that I have dreamed of  
all my life. I'm 23, and I'm already tell-  
ing myself that I can't own a house,  
that I will probably never have chil-  
dren because I can't afford to bring  
them into the world and take care of  
them when I can't even afford to live  
myself . . . That's what I live with  
every day. The anger, depression, and  
disbelief that I am forever stuck.”

Parents are calling and writing to me  
about the anxiety and concern they  
have about the debt their sons and  
daughters have accumulated. Some  
parents have even delayed their own  
retirement or made early withdrawals  
from their 401(k) to help with their  
children's student loan debt.



A mother from Middleton, Massachusetts, wrote to me and said, "I have two children with multiple student loans. It is difficult enough to graduate, find a job in the field they desire, and to pay loans, rent, bills, et cetera. Please do all you can to make sure rates are not increased. My children may never afford to buy a house and live the American Dream because of college student loan debt."

Mr. Speaker, those are just two examples from my district. I am sure there are untold others throughout this country. Millions are suffering this particular situation all across the Nation. We need to start listening to them. We need to start taking action on their behalf.

This motion is a modified version of the legislation that I filed in the House with Congressman GEORGE MILLER. It has over 130 cosponsors and the support of dozens of respected organizations. Senator ELIZABETH WARREN filed its counterpart in the Senate.

This motion is the functional equivalent of allowing for the responsible refinancing of student loans. We allow homeowners and car owners to refinance their loans to a lower interest rate.

Student loan borrowers should be able to do the same with their high interest loans—converting them into lower interest loans. Particularly right now, when interest rates are so low, they should be able to take advantage of that fact.

When you get right down to it, Mr. Speaker, the real question is: Whose side are we on? Are we on the side of the young woman from Boxford and the others of her generation who feel "forever stuck"? Are we on the side of the mother from Middleton and the millions of Americans just like her who are concerned about their children's future?

Let's support this motion and show them we are on their side. Let's support this motion and show the tens of millions of students, graduates, parents, and middle class families, who would be able to refinance their loans at a lower interest rate and get their life started, that we are on their side. Mr. Speaker, it is time to stand up and be counted. I ask Members to support this motion, and I yield back the balance of my time.

Mr. KLINE. Mr. Speaker, I rise in opposition to the motion.

The SPEAKER pro tempore. The gentleman from Minnesota is recognized for 5 minutes.

Mr. KLINE. Mr. Speaker, I certainly appreciate the gentleman from Massachusetts' passion on this issue.

We have shown in this House, again and again, that we are willing and able and have taken steps to help students pay for their loans. More importantly, we did that in a bipartisan way.

My colleagues may remember that last year, we all agreed it wasn't fair—it wasn't right—to double the rates students were already struggling to af-

ford. We had a bipartisan solution to turn that interest rate determination over to the market, which much more accurately reflects the cost of that money, rather than politicians sitting around and making a decision.

□ 1700

We are taking action right now in the underlying bill to make it less costly for students to go to school to get their educations, to get their degrees, to get their certificates by advancing the competency-based education bill. We are open to discussing ways to help student borrowers manage the amount of debt they are taking on to finance their college degrees, but today, Mr. Speaker, is not the time, and this is not the place to have that discussion. This motion is, as is, frankly, always the case, a partisan move to score political points with a procedural vote.

I urge my colleagues to support the underlying bill and vote "no" on the motion to recommit.

I yield back the balance of my time.

The SPEAKER pro tempore. Without objection, the previous question is ordered on the motion to recommit.

There was no objection.

The SPEAKER pro tempore. The question is on the motion to recommit.

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

#### RECORDED VOTE

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

A recorded vote was ordered.

The SPEAKER pro tempore. Pursuant to clause 9 of rule XX, the Chair will reduce to 5 minutes the minimum time for any electronic vote on the question of passage.

This is a 5-minute vote.

The vote was taken by electronic device, and there were—ayes 194, noes 221, not voting 17, as follows:

[Roll No. 440]

#### AYES—194

Barber	Cohen	Gallego
Barrow (GA)	Connolly	Garamendi
Bass	Conyers	Garcia
Beatty	Cooper	Grayson
Becerra	Costa	Green, Al
Bera (CA)	Courtney	Green, Gene
Bishop (GA)	Crowley	Grijalva
Bishop (NY)	Cuellar	Gutiérrez
Blumenauer	Cummings	Hahn
Bonamici	Davis (CA)	Hastings (FL)
Brady (PA)	Davis, Danny	Higgins
Braley (IA)	DeFazio	Himes
Broun (GA)	DeGette	Hinojosa
Brown (FL)	Delaney	Holt
Brownley (CA)	DeLauro	Horsford
Bustos	DelBene	Hoyer
Butterfield	Deutch	Israel
Capps	Dingell	Jackson Lee
Capuano	Doggett	Jeffries
Cárdenas	Doyle	Johnson (GA)
Carney	Duckworth	Johnson, E. B.
Carson (IN)	Edwards	Jones
Cartwright	Ellison	Kaptur
Castor (FL)	Engel	Keating
Castro (TX)	Enyart	Kelly (IL)
Chu	Esty	Kennedy
Cicilline	Farr	Kildee
Clark (MA)	Fattah	Kilmer
Clarke (NY)	Foster	Kind
Clay	Frankel (FL)	Kirkpatrick
Cleaver	Fudge	Kuster
Clyburn	Gabbard	Langevin

Larsen (WA)	Nadler	Schneider
Larson (CT)	Napolitano	Schrader
Lee (CA)	Neal	Schwartz
Levin	Negrete McLeod	Scott (VA)
Lewis	Nolan	Scott, David
Lipinski	O'Rourke	Serrano
Loeback	Owens	Sewell (AL)
Lofgren	Pallone	Shea-Porter
Lowenthal	Pascarell	Sherman
Lowe	Pastor (AZ)	Sinema
Lujan Grisham (NM)	Payne	Sires
Luján, Ben Ray (NM)	Perlmutter	Slaughter
Lynch	Peters (CA)	Smith (WA)
Maffei	Peters (MI)	Speier
Maloney, Carolyn	Peterson	Swallwell (CA)
Maloney, Sean	Pingree (ME)	Takano
Matheson	Pocan	Thompson (CA)
Matsui	Polis	Thompson (MS)
McCarthy (NY)	Price (NC)	Tierney
McCollum	Quigley	Titus
McDermott	Rahall	Tonko
McGovern	Rangel	Tsongas
McIntyre	Richmond	Van Hollen
McNerney	Roybal-Allard	Vargas
Meeks	Ruiz	Veasey
Meng	Ruppersberger	Vela
Michaud	Rush	Velázquez
Miller, George	Ryan (OH)	Visclosky
Moore	Sánchez, Linda T.	Walz
Moran	Sanchez, Loretta	Waters
Murphy (FL)	Sarbanes	Waxman
	Schakowsky	Welch
	Schiff	Wilson (FL)
		Yarmuth

#### NOES—221

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

Smith (NE) Turner  
Smith (NJ) Upton  
Southerland Valadao  
Stivers Wagner  
Stockman Walberg  
Stutzman Walden  
Terry Walorski  
Thompson (PA) Weber (TX)  
Thornberry Webster (FL)  
Tiberi Wenstrup  
Tipton Westmoreland

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

Diaz-Balart  
Dingell  
Doggett  
Doyle  
Duckworth  
Duffy  
Duncan (SC)  
Duncan (TN)  
Edwards  
Ellison  
Ellmers

King (IA)  
King (NY)  
Kinzinger (IL)  
Kirkpatrick  
Kline  
Kuster  
Labrador  
LaMalfa  
Lamborn  
Lance  
Langevin

Petri  
Pingree (ME)  
Pittenger  
Pitts  
Pocan  
Poe (TX)  
Polis  
Pompeo  
Posey  
Price (GA)  
Price (NC)

Visclosky  
Wagner  
Walberg  
Walden  
Walorski  
Walz  
Waters  
Waxman  
Weber (TX)

Webster (FL)  
Welch  
Wenstrup  
Westmoreland  
Whitfield  
Williams  
Wilson (FL)  
Wilson (SC)  
Wittman

Wolf  
Womack  
Woodall  
Yarmuth  
Yoder  
Yoho  
Young (AK)  
Young (IN)

## NOT VOTING—17

Barton Hanabusa  
Bishop (UT) Heck (WA)  
Campbell Honda  
DesJarlais Huffman  
Eshoo Kingston  
Gingrey (GA) Nunnelee

Pelosi  
Rogers (MI)  
Smith (TX)  
Stewart  
Wasserman  
Schultz

Enyart  
Esty  
Farenthold  
Farr  
Fattah  
Fincher  
Fitzpatrick  
Fleischmann

Lankford  
Larsen (WA)  
Larson (CT)  
Latham  
Latta  
Lee (CA)  
Levin  
Lewis

Quigley  
Rahall  
Rangel  
Reed  
Reichert  
Renacci  
Ribble  
Rice (SC)

Bishop (UT)  
Campbell  
Conyers  
DesJarlais  
Eshoo  
Garcia  
Gingrey (GA)

## NOT VOTING—18

Hanabusa  
Heck (WA)  
Honda  
Huffman  
Kingston  
Nunnelee  
Pelosi

Rogers (MI)  
Smith (WA)  
Stewart  
Wasserman  
Schultz

## ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (during the vote). There are 2 minutes remaining.

□ 1707

So the motion to recommit was rejected.

The result of the vote was announced as above recorded.

The SPEAKER pro tempore. The question is on the passage of the bill.

So the bill was passed.

A motion to reconsider was laid on the table.

Mr. KLINE. Can we get a recorded vote?

The SPEAKER pro tempore. A timely request was not made. Is the gentleman prepared to ask for unanimous consent?

## RECORDED VOTE

Mr. KLINE. Mr. Speaker, I ask unanimous consent for a recorded vote.

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

There was no objection.

The SPEAKER pro tempore. Without objection, this will be a 5-minute vote.

There was no objection.

The vote was taken by electronic device, and there were—ayes 414, noes 0, not voting 18, as follows:

[Roll No. 441]

AYES—414

Aderholt Brownley (CA) Coffman  
Amash Buchanan Cohen  
Amodei Bucshon Cole  
Bachmann Burgess Collins (GA)  
Bachus Bustos Collins (NY)  
Barber Butterfield Conaway  
Barletta Byrne Connolly  
Barr Calvert Cook  
Barrow (GA) Camp Cooper  
Barton Cantor Costa  
Bass Capito Cotton  
Beatty Capps Courtney  
Beerra Capuano Cramer  
Benishek Cardenas Crawford  
Bentivolio Carney Crenshaw  
Bera (CA) Carson (IN)  
Bilirakis Carter Cuellar  
Bishop (GA) Cartwright Culberson  
Bishop (NY) Cassidy Cummings  
Black Castor (FL) Daines  
Blackburn Castro (TX) Davis (CA)  
Blumenauer Chabot Davis, Danny  
Bonamici Chaffetz Davis, Rodney  
Boustany Chu DeFazio  
Brady (PA) Cicilline DeGette  
Brady (TX) Clark (MA) Delaney  
Braley (IA) Clarke (NY) DeLauro  
Bridenstine Clawson (FL) DelBene  
Brooks (AL) Clay Denham  
Brooks (IN) Cleaver Dent  
Broun (GA) Clyburn DeSantis  
Brown (FL) Coble Deutch

Frankel (FL)  
Franks (AZ)  
Frelinghuysen  
Fudge  
Gabbard  
Gallego  
Garamendi  
Gardner  
Garrett  
Gerlach  
Gibbs

Fleming  
Flores  
Forbes  
Fortenberry  
Foster  
Foxy  
Frankel (FL)  
Franks (AZ)

Richmond  
Rigell  
Roby  
Roe (TN)  
Rogers (AL)  
Rogers (KY)  
Rohrabacher  
Rokita

## ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (during the vote). There are 2 minutes remaining.

□ 1717

Mr. WESTMORELAND changed his vote from “no” to “aye.”

So the bill was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

## REPORT ON H.R. 5171, DEPARTMENT OF THE INTERIOR, ENVIRONMENT, AND RELATED AGENCIES APPROPRIATIONS ACT, 2015

Mr. CALVERT, from the Committee on Appropriations, submitted a privileged report (Rept. No. 113-551) on the bill (H.R. 5171) making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2015, and for other purposes, which was referred to the Union Calendar and ordered to be printed.

The SPEAKER pro tempore. Pursuant to clause 1, rule XXI, all points of order are reserved on the bill.

## REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H.R. 3393, STUDENT AND FAMILY TAX SIMPLIFICATION ACT, AND PROVIDING FOR CONSIDERATION OF H.R. 4935, CHILD TAX CREDIT IMPROVEMENT ACT OF 2014

Mr. COLE, from the Committee on Rules, submitted a privileged report (Rept. No. 113-552) on the resolution (H. Res. 680) providing for consideration of the bill (H.R. 3393) to amend the Internal Revenue Code of 1986 to consolidate certain tax benefits for educational expenses, and for other purposes, and providing for consideration of the bill (H.R. 4935) to amend the Internal Revenue Code of 1986 to make improvements to the child tax credit, which was referred to the House Calendar and ordered to be printed.

## NOTICE OF INTENTION TO OFFER MOTION TO INSTRUCT CONFEREES ON H.R. 3230, PAY OUR GUARD AND RESERVE ACT

Ms. BROWNLEY of California. Mr. Speaker, pursuant to clause 7(c) of rule