

CADILLAC TAX

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

Mr. GUINTA. Mr. Speaker, I rise today on behalf of the estimated 12 million Americans in the middle class who are paying more than \$1,000 extra per year because of the excise tax on health care plans included in the ObamaCare legislation called the Cadillac tax. This legislation is set to take effect in 2018; however, employers, labor unions, and municipalities all back home are already preparing for this devastating tax.

In order to comply with this 40 percent penalty on health care plans, Mr. Speaker, employers and municipalities are looking at increasing deductibles, reducing benefits, and shifting costs to consumers as well as property taxpayers. In fact, in Manchester, our State's largest city, an anticipated cost of 5 to \$6 million alone will impact the property taxpayers. This will undoubtedly result in an increase in our local property taxes, which, as every Granite Stater knows, are already sky high.

Mr. Speaker, Americans simply can't afford this tax, which is why I introduced a repeal bill. I look forward to working with Republicans and Democrats to get this bill passed.

HONORING SISTER CLARE CARTY

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

Mr. FITZPATRICK. Mr. Speaker, I rise today to honor a great leader and visionary in my community, Sister Clare Carty, who passed away on Saturday, February 14, at the age of 78. Sister Clare was born in Philadelphia and entered the Sisters of St. Francis of Philadelphia in 1955, beginning her career as an elementary school teacher. In 1980, she joined the St. Mary Medical Center system as an assistant administrator, where I happened to be working as a hospital pharmacy clerk. I will never forget her kind interaction with her staff. Nobody was more proud of the colleagues, physicians, and volunteers at St. Mary's than Sister Clare.

In 1982, Sister Clare rose to the rank of president and CEO at St. Mary. Her persistence and leadership led to the development of one of the first community hospital open heart surgery programs in the area, as well as the establishment of the only trauma center in my home community of the County of Bucks.

After two decades of work, Sister Clare left St. Mary to serve in the development of Home Health Services for Catholic Health East, and once she retired from health care administration, she devoted her time to the Sisters of St. Francis. Sister Clare was instru-

mental in establishing the Mother Bachmann Maternity Center, Children's Health Center, Family Resource Center, and Bucks County Health Improvement Project.

Mr. Speaker, you won't meet many people with the compassion, character, and very capable leadership of Sister Clare. She touched and improved not just the medical center but our entire community. I celebrate her life and her legacy, her faithful example, and her leadership. We are certainly grateful to know Sister Clare, and I am thankful for everything she did for the people of Pennsylvania and all those that she served.

PROVIDING FOR CONSIDERATION OF H.R. 529, SECTION 529 COLLEGE SAVINGS PLANS AMENDMENTS; PROVIDING FOR CONSIDERATION OF H.R. 5, STUDENT SUCCESS ACT; AND FOR OTHER PURPOSES

Mr. WOODALL. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 121 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 121

Resolved, That upon adoption of this resolution it shall be in order to consider in the House the bill (H.R. 529) to amend the Internal Revenue Code of 1986 to improve 529 plans. All points of order against consideration of the bill are waived. The amendment in the nature of a substitute recommended by the Committee on Ways and Means now printed in the bill shall be considered as adopted. The bill, as amended, shall be considered as read. All points of order against provisions in the bill, as amended, are waived. The previous question shall be considered as ordered on the bill, as amended, and on any further amendment thereto, to final passage without intervening motion except: (1) one hour of debate equally divided and controlled by the chair and ranking minority member of the Committee on Ways and Means; and (2) 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. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, 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 Committee of the Whole shall rise without motion. No further consideration of the bill shall be in order except pursuant to a subsequent order of the House.

SEC. 3. The requirement of clause 6(a) of rule XIII for a two-thirds vote to consider a report from the Committee on Rules on the same day it is presented to the House is waived with respect to any resolution reported through the legislative day of March 2, 2015, relating to a measure making or con-

tinuing appropriations for the Department of Homeland Security for the fiscal year ending September 30, 2015.

SEC. 4. It shall be in order at any time through the calendar day of March 1, 2015, for the Speaker to entertain motions that the House suspend the rules as though under clause 1 of rule XV, relating to a measure making or continuing appropriations for the Department of Homeland Security for the fiscal year ending September 30, 2015.

The SPEAKER pro tempore (Mr. DENHAM). The gentleman from Georgia is recognized for 1 hour.

Mr. WOODALL. Mr. Speaker, for the purpose of debate only, I yield the customary 30 minutes to the gentleman from Florida (Mr. HASTINGS), my friend, 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.

□ 1245

GENERAL LEAVE

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

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

There was no objection.

Mr. WOODALL. Mr. Speaker, there is a lot going on in this rule today, a lot to be proud of.

I would like to start by thanking the folks on the Parliamentarian staff and Mr. Steve Cote on the Rules Committee. Folks don't pay a lot of attention to what goes on down here sometimes, what goes on behind the scenes, in order to bring a bill to the floor. We did a little extra work this time around. I am grateful to folks for working with me to get that done.

House Resolution 121 is a closed rule, but it makes in order the consideration of two bills. One is H.R. 529, a bill that passed by unanimous consent out of the Ways and Means Committee, that goes into these college savings plans and corrects some provisions that made it difficult for folks to redeposit money into those plans—again, all about trying to educate our children, to make sure they have the opportunities that we would want for them.

The second provision made in order by this rule is the general debate of H.R. 5, the Student Success Act. Folks may not know the Student Success Act yet, Mr. Speaker, though they will. It will become as normalized of a term as No Child Left Behind.

That was the last time we reauthorized the Elementary and Secondary Education Act, Mr. Speaker. I don't believe we will find much disagreement in this Chamber about the need to go back into that language now, 13 years later, and make some improvements in order to better serve our children.

We might disagree about what those improvements are, but we know it is time to go back and get into that language and really try to make a difference for those families, students,

and schools back home. H.R. 5 intends to do just that.

This rule also provides suspension authority for any time through March 1 to bring up a resolution that either makes appropriations for or continues appropriations for the Department of Homeland Security.

You heard a lot about it during the 1 minutes this morning, Mr. Speaker. What we have is Department of Homeland Security funding which, as you know, funds so much of the immigration services function of our government.

As you know, a Federal judge has said that the plans the President has laid out cannot be completed lawfully. This House went forward and said: If it can't do those things lawfully, we are certainly not going to fund them in this bill.

Now, the Senate has not even been able to bring that bill up for debate, blocked on the Senate side from any discussion whatsoever.

We are going to hopefully find a resolution between now and the end of this week. I don't know when that resolution is going to come. When that resolution comes, I don't want to see this House delayed in bringing that resolution to the floor. Again, we have already done our work. My hope is the Senate can pass that bill, and we can go ahead and send it directly to the President's desk.

Whatever those machinations may need to be, this rule makes bringing an additional provision in order as soon as that language becomes available. That is maximum flexibility to do what I think folks on both sides of this Chamber want to do, and that is to ensure the steady, continuous, deliberate functioning of this government.

Mr. Speaker, No Child Left Behind, it was passed by a Republican House and a Republican Senate and sent to a Republican President for his signature. Today, that same Republican House is bringing forward a rewrite of that bill.

As much as we all have a love and affection for children, as much as we want public education in this country to succeed, sometimes, we don't get it right.

Again, I want to celebrate the bipartisanship in that. It is not everybody just looking to find somebody to blame. I think folks went into that process trying to do the very best that they could; but, in fact, we ended up with some top-down solutions that did not serve our districts as well as we would have hoped.

I am very fortunate, Mr. Speaker. I come from a district with wonderful public schools, just wonderful public schools. In fact, we are the fastest growing congressional district in the State of Georgia.

It is not because of any particular strong business presence, though we have a tremendously strong business presence. It is not because of our location in some pleasant area, though it is a particularly pleasant area. It is be-

cause our school systems are second to none.

It is hard when we have to have these conversations about funding for local schools because the money that I spend on these children is money that I am borrowing from these children.

It has to be an investment in these children. It has to be something that enables them to succeed even more tomorrow than they are today because I am borrowing it from their future. I am mortgaging their future in order to invest in them today. We all want those dollars to be used as well as they can.

It would be easy to have a conversation about funding children to say: Well, if \$1 is good, then \$2 must be better, and if \$2 is good, then \$4 must be better, and if \$4 is good, then \$1 million must be better, and if \$1 million is good, then \$1 trillion must be better.

I would dispute the attestation of any colleague who can find that direct correlation between dollars and performance. Dollars are critically important, and this bill provides those, but performance is tied to parents, it is tied to teachers, it is tied to principals, it is tied to communities. We cannot mandate that performance. We can only try to help those local folks succeed.

I know a lot of my colleagues are concerned that unless we mandate a solution from Washington, we will allow local communities to fail. I know that concern is heartfelt. I don't come from one of those communities.

The community I come from says: Washington is not getting it so right, but, trust us, we will take care of children down here because no one in Washington loves our children more than we do.

Again, we see that.

There is no question, Mr. Speaker, that children are going to succeed in this country, but there is an achievement gap. There is a gap, Mr. Speaker, depending on what your ZIP code is, between what success we expect to come from your family and what success you can actually attain.

I come from a county, Mr. Speaker, that is widely diverse, that has all the economic challenges you can imagine and all the economic successes that you can imagine as well. We come together to make sure that no child is left behind and to make sure that no child is held back.

We have both schools that are succeeding in ways that I could stand on this floor and brag about for hours, taking students from which the system expects so little and creating an opportunity for them to succeed so extraordinarily. I would like to see that replicated in school districts across the Nation. I see it back home in my school.

But we also have the Gwinnett School of Mathematics, Science, and Technology, GSMST. U.S. News & World Report names it the third best high school in the United States of

America. I, of course, think U.S. News & World Report got it wrong. We are the absolute best high school in the United States of America.

A majority of that student body, Mr. Speaker, are minority students. A majority of that student body had an opportunity to go anywhere in the county they wanted to go, but they stood in line, hoping to win the lottery to get out of a school that was already performing well to get into this school where they could be exceptional.

Mr. Speaker, there are children standing in line across this country waiting to be exceptional. This bill aims to clear that line away and allow every child in America to achieve the excellence that you and I both know they deserve.

With that, I reserve the balance of my time.

Mr. HASTINGS. Mr. Speaker, I would like very much at this time to be able to accommodate the ranking member of the Appropriations Committee, Mrs. LOWEY. She was going to be scheduled to speak earlier. I am going to allow that she go forward now to discuss something that is very important, and then I will proceed with my opening, if the Speaker will allow.

There are only 3 days left until funding for the Department of Homeland Security expires, which will shut down many of the crucial operations that keep our country safe.

Mr. Speaker, if we defeat the previous question, I am going to offer an amendment to the rule that will allow for consideration of a clean Department of Homeland Security funding bill. With such serious consequences, it is time to put politics aside and prioritize the safety and security of the American people.

To discuss that particular aspect of the proposal, I am very pleased to yield 3 minutes to the distinguished gentlewoman from New York (Mrs. LOWEY), my good friend, the distinguished ranking member of the Appropriations Committee.

Mrs. LOWEY. Mr. Speaker, I rise today to urge this House to immediately take up and pass a clean funding bill for the Department of Homeland Security.

Delaying the full-year bill limits the Department's ability to advance the Secretary's unity of effort initiative designed to improve coordination in our security missions; limits the ability of the Secretary to move ahead with the Southern Border and Approaches Campaign; creates uncertainty regarding ICE's capacity to detain and deport dangerous criminals; complicates the Department's ability to deal with another influx of unaccompanied children at our border stations; delays implementation of the new security upgrades at the White House and hiring increases of the U.S. Secret Service; delays terrorism preparedness, my colleagues, and response grants for State and local public safety personnel and from fusion centers.

I understand that many of my colleagues on the other side of the aisle feel quite strongly about the President's use of executive orders on immigration policy; but do they have the courage of their convictions to look the first responders they represent in the eye and to tell them that they are holding up critical assistance to firefighters, law enforcement, EMTs, and emergency managers because of a fight that is ideological over immigration?

This is disgraceful. The Homeland Security bill should never have been held hostage with only 3 days left until the Republican shutdown. Hasn't this gone on long enough? Isn't it time to abandon this failed strategy and pass a clean Homeland Security bill?

To that end, I urge this whole House to join me today in defeating the previous question so that my colleague Mr. HASTINGS can offer an amendment to provide a clean, full-year appropriations bill for the Department of Homeland Security.

Mr. HASTINGS. Mr. Speaker, I yield myself such time as I may consume, and I thank my friend, the gentleman from Georgia, for yielding me the customary 30 minutes.

I rise, obviously, in opposition to the rule and underlying bill because neither of these measures will keep the Department of Homeland Security from shutting down in 3 days, something that I am sure is of vital interest to my friend from Georgia who is an advocate, continuously and has been since being on the Rules Committee and here in Congress, of having an open process.

I would only urge that we understand that the last Congress, the 113th, was the most closed Congress in the history of all of the House of Representatives; yet, at this point, in this, the 114th Congress, we find ourselves in this position. In the last Congress, 38 percent of the rules were closed at this point, six out of 16.

As of today, this House has approved 75 percent of its rules that are closed. In other words, this Congress is on a path to be twice as closed as the last, which had the most, in history, closed rules.

Now, my friend Mr. WOODALL certainly understands that, and every Member of this House understands that. A lot of times, constituents hear us, and it sounds a whole lot like Washington speak, but the fact is, just simply, that when a rule is closed, as this one is, with the exception of one portion that is open for yet another provision in the measure, H.R. 5, but when a rule is closed, that means all of the other Members, all of your constituents who do not have an opportunity if they so choose, are precluded from offering an amendment to the base bill that is being discussed.

□ 1300

Congress has 3 days to act before we shut down; and truthfully, I don't believe that my friends on the Repub-

lican side are crazy enough to shut down the government at this point, so I think something is going to happen. I don't know what.

It is not like this debacle caught us by surprise. It was obvious way back when Congress funded the rest of the government for the year but funded DHS for only a few months. Yet each week my Republican friends continue to consider bills that will do nothing and go nowhere. And now, without a road map out of this quagmire, my Republican friends are threatening to double down on their politics by shutting down the agency responsible for our national security, yet somehow we find ourselves talking about completely unrelated measures.

You can disagree with the President—and many of you do, and sometimes some of us do. Great. It is a beautiful free country that we live in—but don't put our national security at risk to do it.

Now, I have heard my Republican colleagues' talking point—oh, no, don't worry about national security; most of the DHS employees will still work, and very little will change—but that is just a guess, because those employees will be expected to work without pay.

Among those who are expected to work without pay are more than 40,000 Border Patrol agents and Customs and Border Protection officers, more than 50,000 TSA aviation security screeners, more than 13,000 Immigration and Customs Enforcement law enforcement agents and officers, more than 40,000 Active Duty Coast Guard military members, and more than 4,000 Secret Service law enforcement agents and officers.

Footnote right there. Very occasionally when we are talking budget matters and when we are talking authorization and appropriations, we talk about the need for certainty for the agencies that have to implement the measures that are before them. Well, that could not be truer at any point any more than with DHS needing that certainty as well.

To add insult to injury, when all this gets fixed—and it will need to be fixed—we will need to pass another measure to retroactively ensure that they receive their paychecks. But until then, there is no way for them to know when they will be paid. That kind of gamble is not the best way to ensure the stability of our national defense, and it is not fair to ask of the men and women keeping us safe.

We talk a lot about job creation here in this institution. My friends across the aisle gut clean air and water protections in the name of job creation. In the name of job creation, my friends hack away at the policies implemented to keep big banks from preying on hardworking Americans. If, by chance, DHS shuts down, approximately 30,000 employees would be furloughed. That is 30,000 families with jobs taken away.

Who knows how long a shutdown will last. We have already had months to

address this lapse in funding. Why do we do this? Why is it every time we get ready to do something important, we play brinksmanship, we come up until the day of? It is really the kind of holding up of our process that is deleterious to the good of this country.

Just because DHS employees are furloughed or not being paid but still must go to work, that doesn't mean that their mortgage payment or their car payment or any other bills are going to go away. What are they supposed to say? "Don't worry. I will pay you retroactively"? You can't run your household that way, and we certainly should not be running our government that way. For the life of me, I cannot understand why my Republican friends will not join House Democrats in supporting clean legislation to fund the Department of Homeland Security.

So, after all that, what do these two education bills that are in this particular rule have to do with keeping DHS open? I have no idea. I consider them to be important, but they don't have anything to do with what is the most germane issue before us today, the most pertinent issue.

If the goal is to make college more affordable, there is no reason to focus on provisions used by only 3 percent of families. We need to make higher education more affordable for all Americans. Moreover, my friends have yet to explain what makes these 529 provisions so important that they are willing—listen to me carefully—to add \$51 million to the deficit for these particular measures, \$51 million added to the deficit that they talk so much about.

The other measure, H.R. 5, makes even less sense. It would have catastrophic consequences for our Nation's most vulnerable youth and their educators. I respect my colleague from Georgia immensely. I respect his intellect immensely. I am proud that his schools are doing extremely well in the community that he is privileged to serve. But I can tell you, based on what I know, that any changes to the No Child Left Behind program must adhere to the spirit of the law. In Florida, we didn't only leave children behind; we lost them and couldn't find them.

Somehow or another, we keep changing these things without having the accountability and the transparency. We cannot and we should not leave any child in America behind. Children with disabilities, English learners, families with less financial resources, and those from racial and ethnic minority groups of underserved communities all deserve quality education, and our Nation would be better for it if they all received quality education.

These two bills are distractions from the main event, side shows for the center ring of the circus. It is time for Congress to focus on the things that matter, because even as our economy grows stronger, we still have plenty of real work to do.

I reserve the balance of my time.

Mr. WOODALL. Mr. Speaker, I yield myself 1 minute.

Just to be clear—we are down here talking about education today—I share my friend's passion for proper funding of this government. This House passed its funding bill for the Department of Homeland Security on January 14—January 14. This isn't something that has happened to us this week. January 14, the House did its business. The Senate has tried over and over and over to bring up a bill, and the Democrats haven't allowed them to even have the debate on the bill.

This all being said, this is a bill that refuses to fund what a Federal Court said would be illegal to do. How in the world we have been able to define the House work product that refuses to fund what the court said it would be illegal to do as somehow the wrong bill to bring to the floor is just a testimony to the messaging machine that my friends had. I wish we had more of that machine here. With that, Mr. Speaker, I would like to get back on the topic of the day, what does matter for our children back home.

I yield 4 minutes to the gentleman from Tennessee (Mr. DUNCAN).

Mr. DUNCAN of Tennessee. Mr. Speaker, I rise in strong support of the rule and of both of the bills that this rule brings to the floor: H.R. 529 and the Student Success Act. I want to thank the gentleman for yielding me this time.

I am especially pleased that the Student Success Act is a major rewrite of the No Child Left Behind law. I was the only member from the Tennessee delegation—the 11-member delegation in the House and Senate, and I think one of 45 in the House—that voted against the original No Child Left Behind law, which was a great overreaction to failed school systems in a few of our Nation's biggest cities, and we certainly didn't need it in east Tennessee. That, much to my surprise, turned out to be one of the most popular votes I ever cast among public schoolteachers in east Tennessee.

I am here primarily today to speak in support of H.R. 529, which this rule also includes. Richard Vedder, an economist from Ohio University, wrote a few years ago a book called "Going Broke By Degree," talking about how difficult it was to pay for higher education in this country today. Around the same time, U.S. News & World Report came out with a report that said college educations were almost becoming out of reach for most middle class families. We need to be doing everything we can to help families pay for college education, and we certainly don't need to be encouraging students to go further into debt.

It shocks students at the University of Tennessee when I tell them that it cost me \$90 a quarter my first year at the University of Tennessee, \$270 for the whole year. I heard the minority, the respected minority leader, Mr. HOYER, give a speech one time. He said

his first year at the University of Maryland it cost him \$87 a semester.

But then in the mid-1960s, the Federal student loan program came in, and the colleges and universities around the country started using that as a way to tamp down any opposition to tuition or fee increases, and college tuition and fees have just gone out of sight since that time.

I have been speaking out for years about how harmful the Federal student loan program has become for college students and their families. Now many others are saying the same thing. Kathleen Parker, writing in *The Washington Post* in January of 2013, said:

Since 1985, the cost of higher education has increased 538 percent, while the consumer price index (inflation) over the same period has gone up 121 percent.

That is four-and-a-half times as much on the increases in college education.

Floyd Norris, writing in the international *New York Times* last February said: "Student loans are creating large problems that may persist for decades. They will impoverish some borrowers and serve as a drain on economic activity."

Hedge fund manager James Altucher wrote: "We are graduating a generation of indentured" students.

I can tell you, when I went to the University of Tennessee, people could work part time, as I always did, to pay all their tuition and fees. Almost no one got out of school with a debt; now, almost everyone does. Total outstanding student loan debt is now well over a trillion dollars. I think it is \$1.3 trillion, and some people think it may be one of the next bubbles to burst.

So what does H.R. 529 do? It makes it easier for families to save for college educations. We need to do this. We also need to give bigger grants and so forth to the universities and colleges that hold their tuition and fees below the rate of inflation. We need to incentivize the colleges and universities to stop raising their tuition and fees at four and five times the rate of inflation. Until we do that, H.R. 529 is the least we can do to help out the middle class families of this country that are having so much trouble paying for their students, their children to have college educations.

I thank the gentleman for yielding me this time. I support these two bills.

Mr. HASTINGS. Mr. Speaker, would you be kind enough to tell both of us how much time remains?

The SPEAKER pro tempore. The gentleman from Florida has 17 minutes remaining. The gentleman from Georgia has 17 minutes remaining.

Mr. HASTINGS. Mr. Speaker, I yield 2 minutes to the distinguished gentleman from Ohio (Mrs. BEATTY), a good friend of mine, a member of the Committee on Financial Services.

Mrs. BEATTY. Mr. Speaker, I would like to thank my colleague from Florida for allowing me this time.

Mr. Speaker, I rise today in opposition to H.R. 5, Student Success Act.

This bill would continue unnecessary and arbitrary K-12 education funding cuts and erode accountability for historically underserved students. We should be preparing the next generation, but this bill is a step backwards in achieving academic excellence for 90 percent of the Nation's students.

Mr. Speaker, diverse organizations across not only my State, the great State of Ohio, but across this Nation, educational organizations, educational funding organizations, parents and lawyer advocacy groups, business leaders and groups, disability and exceptional children's groups, and the NAACP and civil rights organizations are against this and very concerned about this bill.

Mr. Speaker, the way we fund all of our schools and educate all of our young scholars is a reflection on our values and commitment to equality.

□ 1315

Access to education is a civil right. It is the key to the middle class and to a prosperous nation. This bill would constrain educational opportunity and equality. We need an education bill that improves education and that invests in all of our children. H.R. 5 fails our children, Mr. Speaker, and H.R. 5 fails our Nation.

Mr. WOODALL. Mr. Speaker, I yield myself 30 seconds to say to my friend that I can feel her heart in those words. I am just tremendously proud to serve in a place where people really do care about the next generation, making sure that we are able to achieve those goals. I regret we are not finding the agreement on that today, but I am certain, as long as there are folks here who believe in achieving that goal together, as my friend does, we will get there.

Mr. Speaker, I am honored to be joined today by a freshman Member from the Georgia delegation, an incredibly hardworking Member.

I yield 4 minutes to the gentleman from Georgia (Mr. ALLEN).

Mr. ALLEN. Mr. Speaker, I appreciate the opportunity to come before you to talk about and support H.R. 5, the Student Success Act.

Mr. Speaker, this is legislation to replace No Child Left Behind, to restore local control over education, and to empower parents and local education leaders to hold schools accountable for effectively teaching students.

I spent last week in my district, and I visited elementary and high schools, specifically schools that would be affected by the Student Success Act. These schools were located in some of the most impoverished areas of my district. I listened in classrooms, held forums to hear from parents and local education leaders, and spoke to teachers and administrators about the challenges they are facing. What I heard across the board was that the Federal Government and their compliance issues in the classroom are holding back our educators from effectively teaching our students.

Top-down education mandates have failed to help students and have forced educators to waste valuable time and resources filling out paperwork and worrying about compliance with Federal requirements. Instead of this one-size-fits-all approach, we need policies that enhance teachers' abilities to focus on the individual needs of the students. We need bottom-up reforms that give authority to the parents, teachers, and local education leaders, who work with their children and students every day and who know them best.

H.R. 5 includes a number of conservative reforms to push back against the growing reach of the Federal Government into schools and to restore local control. It replaces the current national accountability system for school performance and replaces it with State-led performance standards. It gets rid of more than 65 unnecessary or ineffective Federal education programs, repeals Federal requirements for teacher quality, and protects local and State autonomy over decisions in the classroom. H.R. 5 returns responsibility to parents, States, and local leaders to hold schools accountable instead of Washington bureaucrats.

I saw that example work in a city that is in one of the most impoverished areas of my district, where parents actually lined up at 3:30 in the morning to enroll their students into theme schools. Each elementary school was broken up into a theme. The superintendent there had no idea that parental involvement would be that significant. I was there to witness the success of this theme school concept. I asked: Where did this idea come from? It did not come from Washington. It did not come from the Federal Government. It came from the creativity of the teachers and from the input of the parents and of the local administrators.

Mr. Speaker, no one knows the needs of students better than the people who work and spend time with them every day. By empowering parents, teachers, and local education leaders, H.R. 5 takes strong steps forward in putting the control of education back in the right hands and in helping to provide every student with the opportunity to receive a good education. There is no debate today that every child deserves a good education. The debate is whether the Federal Government is in charge or whether we empower our local citizens to get the job done.

Mr. HASTINGS. Mr. Speaker, I am very pleased to yield to the distinguished gentleman from Michigan (Mr. KILDEE) for the purpose of a unanimous consent request.

Mr. KILDEE. Mr. Speaker, I ask unanimous consent that the House bring up H.R. 861, the clean Department of Homeland Security funding bill that would keep the Department open so it can carry out its essential mission of keeping the American people safe.

The SPEAKER pro tempore. The Chair would advise that all time has

been yielded for the purpose of debate only.

Does the gentleman from Georgia yield for the purpose of this unanimous consent request?

Mr. WOODALL. Mr. Speaker, I continue to yield for the purpose of debate only. If we can pass this rule, this rule makes in order the immediate consideration with the same-day authority of any funding bills that come before this House.

The SPEAKER pro tempore. The gentleman from Georgia does not yield. Therefore, the unanimous consent request cannot be entertained.

Mr. HASTINGS. Mr. Speaker, I yield 15 seconds to the gentleman from Colorado (Mr. POLIS), my friend.

Mr. POLIS. Mr. Speaker, this is pretty immediate. We need to get this done this week. Therefore, I ask unanimous consent that the House bring up H.R. 861, the clean Department of Homeland Security funding bill, that will keep the Department open so we can keep the American people safe.

The SPEAKER pro tempore. Does the gentleman from Georgia yield for the purpose of this unanimous consent request?

Mr. WOODALL. Mr. Speaker, if I understood my friend, he is asking that we bring up a bill that will fund what it is the court said would be illegal to fund. I cannot yield for that kind of request.

The SPEAKER pro tempore. The gentleman from Georgia does not yield. Therefore, the unanimous consent request cannot be entertained.

Mr. HASTINGS. Mr. Speaker, I yield 10 seconds to the gentlewoman from Ohio (Ms. KAPTUR).

Ms. KAPTUR. Mr. Speaker, I ask unanimous consent that the House bring up H.R. 861, the clean Department of Homeland Security funding bill, that would keep the Department open so it can carry out its vital mission of keeping the American people safe.

The SPEAKER pro tempore. Does the gentleman from Georgia yield for the purpose of a unanimous consent request?

Mr. WOODALL. Mr. Speaker, I am prepared to yield back my time when my friend is. As soon as we pass this resolution, it will be in order to bring up any additional funding bills that come before the House today, but I cannot yield during this debate.

The SPEAKER pro tempore. The gentleman from Georgia does not yield. Therefore, the unanimous consent request cannot be entertained.

Mr. HASTINGS. Mr. Speaker, I yield to the gentlewoman from California (Ms. PELOSI), the distinguished leader of the Democratic Caucus, for purposes as she sees fit.

Ms. PELOSI. Mr. Speaker, I ask unanimous consent that the House bring up H.R. 861, the clean Department of Homeland Security funding bill, that will keep the Department open so it can carry out its mission of keeping the American people safe.

The SPEAKER pro tempore. The Chair understands that the gentleman from Georgia has not yielded for that purpose. Therefore, the unanimous consent request cannot be entertained.

Mr. HASTINGS. Mr. Speaker, I yield to the gentleman from California (Mr. DESAULNIER) for the purpose of a unanimous consent request.

Mr. DESAULNIER. Mr. Speaker, I ask unanimous consent that the House bring up H.R. 861, the clean Department of Homeland Security funding bill, that would keep the Department open so it can carry out its mission of keeping the American people safe.

The SPEAKER pro tempore. The Chair understands that the gentleman from Georgia has not yielded for that purpose. Therefore, the unanimous consent request cannot be entertained.

Mr. HASTINGS. Mr. Speaker, I yield to the gentlewoman from California (Ms. ROYBAL-ALLARD), my classmate and good friend, for the purpose of a unanimous consent request.

Ms. ROYBAL-ALLARD. Mr. Speaker, I ask unanimous consent that the House bring up H.R. 861, the clean Department of Homeland Security funding bill, that would keep the Department open so it can carry out its mission of keeping the American people safe.

The SPEAKER pro tempore. The Chair understands that the gentleman from Georgia has not yielded for that purpose. Therefore, the unanimous consent request cannot be entertained.

Mr. HASTINGS. Mr. Speaker, I yield to the distinguished gentleman from Minnesota (Mr. ELLISON) for the purpose of a unanimous consent request.

Mr. ELLISON. Mr. Speaker, I ask unanimous consent that the House bring up H.R. 861, the clean Department of Homeland Security funding bill, that would keep the Department open so it can carry out its mission of keeping the American people safe.

The SPEAKER pro tempore. The Chair understands that the gentleman from Georgia has not yielded for that purpose. Therefore, the unanimous consent request cannot be entertained.

Mr. HASTINGS. Mr. Speaker, I yield to the distinguished gentleman from Texas (Mr. GENE GREEN), my classmate and good friend, for the purpose of a unanimous consent request.

Mr. GENE GREEN of Texas. Mr. Speaker, I ask unanimous consent that the House bring up H.R. 861, the clean Department of Homeland Security funding bill, that would keep the Department open so it can carry out its mission of keeping the American people safe.

The SPEAKER pro tempore. The Chair understands that the gentleman from Georgia has not yielded for that purpose. Therefore, the unanimous consent request cannot be entertained.

Mr. HASTINGS. Mr. Speaker, I am very pleased to yield 2 minutes to the distinguished gentlewoman from Michigan (Mrs. LAWRENCE), a new Member of Congress who is on the Oversight Committee.

Mrs. LAWRENCE. Mr. Speaker, I rise to oppose H.R. 5. The legislation represents a significant backward step in the efforts to help all of our Nation's children and their families prepare for their futures.

I speak as a parent, as a grandparent, and as a past school board president. H.R. 5 abandons the historic Federal role in education at elementary and secondary levels. It is the role of ensuring the educational process of all of America's students, including students from low-income families, students with disabilities, English learners, and students of color. It also fails to maintain the core expectation that States and school districts will take serious, sustained, and targeted action, when necessary, to correct achievement gaps and to reform low-performing schools.

Additionally, H.R. 5 fails to identify opportunity gaps or to correct inequities in access to resources and supports that students need to succeed, such as challenging academic courses, excellent teachers and principals, after-school enrichment or expanded learning time, and other academic and non-academic supports.

The bill's caps on Federal education spending would lock in recent budget cuts for the rest of the decade, and the bill would allow funds currently required to be used for education to be used for other purposes, such as spending on sports stadiums or tax cuts for the wealthy.

Finally, H.R. 5 fails to make critical investments for our Nation's students, including high-quality preschool for America's children, support for America's teachers and principals, and investment in innovative solutions for the public education system.

For these reasons, I oppose H.R. 5. It would deny Federal funds to the classrooms that need them the most, and it fails to assure parents that policymakers and educators will take the action students need when they are not learning.

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

I have not had an opportunity to meet the gentlewoman from Michigan, but because I serve on the Rules Committee, I have had an opportunity to see all of the amendments that she has submitted for this bill. I know one of those amendments that she submitted is to make sure that all of our learning plans take special note of children in foster care and to make sure those folks are not forgotten, and I am grateful to her for her attention to that issue.

Mr. Speaker, I would ask my friend from Florida if he has any further speakers remaining.

Mr. HASTINGS. I do.

Mr. WOODALL. Then I reserve the balance of my time.

Mr. HASTINGS. Mr. Speaker, I am very pleased to yield 2 minutes to the distinguished gentleman from Minnesota (Mr. ELLISON), a member of the Financial Services Committee.

Mr. ELLISON. I want to thank the gentleman for yielding and thank the gentleman for his long service.

Mr. Speaker, the passage of the Elementary and Secondary Education Act of 1965 was created to address the enormous inequality in America's educational system, which created widespread poverty and segregation. Today, we know that we are still not educating Black and Latino students at the same level we educate White students. Fifty years after the enactment of the Elementary and Secondary Education Act, educating all children, regardless of their backgrounds, is still one of the most important challenges we face as a nation.

That is why equity must start at the heart of any attempt to overhaul our education system, but the Student Success Act does little to help kids in Minnesota who are struggling in schools with too few resources. Rather than eliminating the disparities in our education system, the bill today will only increase the achievement gap and leave behind students from low-income neighborhoods and students with disabilities.

□ 1330

Education matters, far beyond the individual student. Three-fourths of the return on early education goes back to the community and ensures a healthier society and more stable economy.

One of the biggest gaps in literacy in the U.S. is between the children of college-educated and non-college-educated parents. We must be more committed to maximizing the potential of all students. Our students and teachers deserve better. I urge that we all oppose H.R. 5 so we can create education reform legislation that ensures every student can realize their goals and dreams.

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

I am grateful to the chair for permitting me earlier to allow Mrs. LOWEY to speak to the previous question. As I indicated, if we are not successful in defeating this measure then I am going to ask unanimous consent to insert the text of the amendment in the RECORD, along with extraneous material, immediately prior to the vote on the previous question, if I may.

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

There was no objection.

Mr. HASTINGS. Mr. Speaker, I urge my colleagues to vote "no" when we get to this.

Mr. Speaker, I am very pleased to yield 5 minutes to the distinguished gentlewoman from California (Ms. ROYBAL-ALLARD), my classmate and good friend.

Ms. ROYBAL-ALLARD. I thank the gentleman for yielding.

Mr. Speaker, I rise again to urge my colleagues to defeat the previous question on the rule, amend it, and make in order H.R. 861.

We are just 3 days away from the Department of Homeland Security being without the funds it needs to protect our Nation. Secretary Johnson and agency heads have warned us that if the continuing resolution to fund the Department expires, national security operations will be disrupted and essential personnel will be required to work without pay. They also warn that passing another CR will not address the uncertainty of being able to meet our long-term security needs.

Democrats have a responsible solution. Two weeks ago, Appropriations Committee Ranking Member NITA LOWEY and I introduced H.R. 861, which contains the precise language of the November 2014 bipartisan bill negotiated in good faith by the chairs and ranking members of the House and Senate Homeland Security Appropriations Subcommittees.

H.R. 861 is cosponsored by every House Democrat. This bill would pass the House, pass the Senate, and be signed into law by the President. All it needs is for the Republican leadership to do the responsible thing and bring H.R. 861 to the floor for a vote. By doing this, we will demonstrate to the American people that we know our Nation's security takes priority over politics and unrelated policy debates.

To let funding for Homeland Security expire or, instead of a full-year funding bill, take the easy way out by kicking a viable solution down the road with a continuing resolution, is to fail the American people and the trust that they have placed in us as Members of Congress to protect them and our country from harm.

Let's pass H.R. 861 today.

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

In closing, there are 3 days left until the Department of Homeland Security will shut down. As I have said earlier, I don't believe that is going to happen. I believe my friends will be about the business of making sure that it does not occur. I hope they do because our country needs to make sure that we are not in any insecure position going forward.

Notwithstanding that, the brinksmanship continues, and we are here considering two bills that will go nowhere. That, to me, is the state of play right now. If my friends want to pass these education measures, they need to take care of business first. And it is time to quit messing around.

Mr. Speaker, there is a list of extraordinary organizations in this country that are against H.R. 5. I lift from a list that I will insert into the RECORD the names of the Congressional Tri-Caucus; the American Association of People With Disabilities; the American Association of University Women; the American Federation of Teachers; the American Foundation for the Blind; the Association of University Centers on Disabilities; the Autism National Committee; the Center for American Progress; the Children's Defense Fund;

the Disability Rights Education & Defense Fund; Easter Seals, which most of us contribute to; the Gay, Lesbian & Straight Education Network; the NAACP; the NAACP Legal Defense and Educational Fund, the National Association of School Psychologists; and the National Down Syndrome Congress.

Disability plays a major role in this particular legislation, and the fact that all of these organizations are standing up saying that they are opposed to it should get our attention.

In addition, the United Negro College Fund, the Leadership Conference on Civil and Human Rights, and the United States Chamber of Commerce.

OPPOSITION TO H.R. 5

Congressional Tri-Caucus, The Advocacy Institute, Afterschool Alliance, American-Arab Anti-Discrimination Committee, American Association of People with Disabilities, American Association of University Women, American Federation of Teachers, American Foundation for the Blind, Association of University Centers on Disabilities, Autism National Committee, Autistic Self Advocacy Network, Center for American Progress, Center for Law and Social Policy, Children's Defense Fund, Committee for Education Funding, Consortium for Citizens with Disabilities, Council of Great City Schools, Council of Parent Attorneys and Advocates, Democrats for Education Reform, Disability Right Education and Defense Fund.

Easter Seals, Education Post, Education Law Center, First Focus Campaign for Children, Gay, Lesbian and Straight Education Network, Human Rights Campaign, The Bazelon Center for Mental Health Law, Lawyers' Committee for Civil Rights Under Law, Leading Educators, League of United Latin American Citizens, Mexican American Legal Defense and Educational Fund, NAACP, NAACP Legal Defense and Educational Fund, National Association of School Psychologists, National Center for Learning Disabilities, National Council on Independent Living, National Council on Teacher Quality, The National Center on Time and Learning, National Congress of American Indians, National Council of La Raza.

National Coalition for Public Education, National Disability Rights Network, National Down Syndrome Congress, National Education Association, National Urban League, Partners for Each and Every Child, Poverty & Race Research Action Council, Public Advocates Inc., Stand for Children, Southeast Asia Resource Action Center, TASH, Teach Plus, TNTIP, The Education Trust, United Negro College Fund, The Leadership Conference on Civil and Human Rights, U.S. Chamber of Commerce.

Mr. HASTINGS. All of these people are opposed to this measure, and yet we find ourselves going forward. It is time for us to get real in this Congress, stop having closed rules, and let all of the Members in this body participate in the decisional process as we argue measures that are needed on behalf of our country.

This is a great institution, and the people that serve here are absolutely wonderful people, but somehow or another we have gotten stuck. And by getting stuck, we are not able to do the things that are vital for the Nation. We need to unstuck it and get on with the business, knowing that we can sit in a room together and come to conclusions

not only about education, but about energy and every aspect of American life that we have a responsibility for.

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

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

I have lots of agreement with my friend from Florida. I always do. I am always a little surprised by how much I agree with him when he comes down here to talk, but we do need to unstuck this place.

We are talking about two issues today. One is H.R. 5, the Student Success Act, where every Member in this room wants to see our children succeed. Every Member in this room wants to see the achievement gap closed, and yet we grapple with how to achieve that goal together.

We have also in this rule, Mr. Speaker, H.R. 529. That measure passed unanimously out of the Ways and Means Committee. We found a problem, and we found a solution that we could agree on together to move it forward. It is moving forward.

And in the tradition of being unstuck, I am told that just in the last few minutes the Senate has found a pathway to move forward on a DHS funding bill. Again, we passed that bill back on January 14. The Senate has been struggling to find a pathway forward. I don't mean a pathway to pass it. I mean a pathway to even debate it. Apparently, we have seen that wall be broken down here in the last few minutes, and I am glad to hear that.

There is a role to be played, Mr. Speaker. There is a role for this House to play in our constitutional Republic. There is a role for the Senate to play and there is a role for the White House to play. That is true when we are talking about Federal education policy. It is true when we are talking about Homeland Security policy. It is true when we are talking about immigration policy. I am not always satisfied with how well we in the House defend that constitutional prerogative.

Again, we are here today to talk about H.R. 5, which is going to fix a bill passed by an entirely Republican infrastructure here in Congress that today Republicans disavow as being a terrible mistake. They wish we could have done better. I am glad we are striving to do better. It is not a Republican issue, it is not a Democratic issue. It is an American issue. And what could be more American than trying to help our public schools succeed?

You hear a lot of worry in this Chamber, Mr. Speaker. You hear folks worried that if we change this provision or if we change that provision, what will be the impact on those children who right now are threatened by a substantial achievement gap in this country? But in the same moment, Mr. Speaker, someone will stand up on the other side of the aisle talking about those very same children and say: If we do not change these provisions today, we will sentence these children to a lifetime of

underperformance, of not being able to meet their full potential.

I don't question anyone's motive on this floor. In fact, I am grateful for the passion that folks have on this floor.

This rule is only step one of H.R. 5, Mr. Speaker, and I am glad for that. When my colleague from Florida spoke earlier about the closed nature of the process and how much better and brighter this institution is when the process is opened, he is exactly right. He is right every time he says it, and I am right every time I say it. It is absolutely true.

It is not fast. It is not efficient. Arguably, sometimes it even borders on dysfunctional. But it is the right thing to do to in order to end up with the best product that we can at the end of the day. And to the degree that we are able to do that, Mr. Speaker, I believe we will continue to strive to do that. This bill today is an example of that.

This rule, Mr. Speaker, just so folks know what they are coming to vote on, doesn't deal with the amendments to the Student Success Act. We are planning on going back to the Rules Committee this afternoon for a completely new hearing in order to make as many amendments as we can available to the underlying bill. This rule is only to have general debate on H.R. 5 before the amendment process begins and to have debate on H.R. 529, that bill that passed unanimously out of the Ways and Means Committee hearing.

So often we come down here and we are talking about divisive issues, Mr. Speaker. I am glad to be down here today talking about something on which we can agree: a good bipartisan bill coming out of Ways and Means, an opportunity to open up the process and have voices be heard on H.R. 5 today and tomorrow.

The gentleman from Florida had it right, Mr. Speaker. I am blessed to be from a part of the country where folks understand that education isn't just something. It is everything.

Don't talk to me about loving opportunity in this country if you don't have a commitment to education. Don't talk to me about lifting folks up from this rung of the ladder to this rung of the economic ladder if you don't have a commitment to education. And don't talk to me about taking somebody else's dollars and spending them on education and thinking that alone is going to create better outcomes for that child.

You need money, absolutely you do, but you need that commitment locally. You need the commitment of teachers, you need the commitment of principals, you need the commitment of mothers and fathers. You need the commitment of communities. And we have yet to figure out how to mandate that commitment from Washington, D.C.

I am grateful that I live in a community where we figured out how to grow it from within. You can walk into the worst school in my district, Mr. Speaker, and you will find folks headed off to

Stanford on scholarships—first-generation Americans; you will find folks headed off to the University of Chicago on full scholarships—folks who come from generational poverty; you will find folks headed off, of course, to the University of Georgia, the finest institution in the United States, because they want to be close to their family and they want to invest in the community that has been so good to them. Hope lives there. Opportunity lives there.

I am grateful to Chairman KLINE and the folks on the Education Committee for doing what they can. It is not all that I would like to see, but to do what they can to get out of the way of those innovators in my community, to do what they can to allow folks to experiment with some things and find out what works, as we have, and then take those local ideas and spread those ideas locally, do what they can to prevent the Federal Government from saying: We know best how to educate children, and instead turning the Federal Government just into a funding stream, where we can, to say: You know how to educate children. We trust you.

So often we conflate issues in this body, Mr. Speaker. The issue is not that children can't learn. They can. The issue is not that public schools can't teach. They can and they do. But there is an issue with generational poverty. There is an issue with an achievement gap.

I am not sure that H.R. 5, no matter who crafted it and how long we work to do it, I am not sure that we can solve that problem with H.R. 5. In fact, I don't believe that we could—not with any Elementary and Secondary Education Act bill.

We are doing what we can today, and I hope we will be back in this institution tomorrow to do more. Goodness knows, we do a lot of things in this town that disadvantage that next generation of Americans. I am proud today to be working on at least one bill that will do something to advantage those young people and their future.

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

AN AMENDMENT TO H. RES. 121 OFFERED BY
MR. HASTINGS OF FLORIDA

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

SEC. 5. 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. 861) making appropriations for the Department of Homeland Security for the fiscal year ending September 30, 2015, 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 Appropriations. 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 consider-

ation 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. 6. Clause 1(c) of rule XIX shall not apply to the consideration of H.R. 861.

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 Representatives, (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 ques-

tion 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.

Mr. WOODALL. With that, 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. HASTINGS. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 and clause 9 of rule XX, this 15-minute vote on ordering the previous question will be followed by 5-minute votes on adopting House Resolution 121, if ordered, and suspending the rules and passing H.R. 1020.

The vote was taken by electronic device, and there were—yeas 241, nays 181, not voting 10, as follows:

[Roll No. 86]

YEAS—241

Abraham	Diaz-Balart	Issa
Aderholt	Dold	Jenkins (KS)
Allen	Duffy	Jenkins (WV)
Amash	Duncan (SC)	Johnson (OH)
Amodei	Duncan (TN)	Johnson, Sam
Babin	Ellmers (NC)	Jolly
Barletta	Emmer (MN)	Jones
Barr	Farenthold	Jordan
Barton	Fincher	Joyce
Benishek	Fitzpatrick	Katko
Bilirakis	Fleischmann	Kelly (PA)
Bishop (MI)	Fleming	King (IA)
Bishop (UT)	Flores	King (NY)
Black	Forbes	Kinzinger (IL)
Blackburn	Fortenberry	Kline
Blum	Fox	Knight
Bost	Franks (AZ)	Labrador
Boustany	Frelinghuysen	LaMalfa
Brady (TX)	Garrett	Lamborn
Brat	Gibbs	Lance
Bridenstine	Gibson	Latta
Brooks (AL)	Gohmert	LoBiondo
Brooks (IN)	Goodlatte	Loudermilk
Buchanan	Gosar	Love
Buck	Gowdy	Lucas
Bucshon	Granger	Luetkemeyer
Burgess	Graves (GA)	Lummis
Calvert	Graves (LA)	MacArthur
Carter (GA)	Graves (MO)	Marchant
Carter (TX)	Griffith	Marino
Chabot	Grothman	Massie
Chaffetz	Guinta	McCarthy
Clawson (FL)	Guthrie	McCaul
Coffman	Hanna	McClintock
Cole	Hardy	McHenry
Collins (GA)	Harper	McKinley
Collins (NY)	Harris	McMorris
Comstock	Hartzler	Rodgers
Conaway	Heck (NV)	McSally
Cook	Hensarling	Meadows
Costello (PA)	Herrera Beutler	Meehan
Cramer	Hice, Jody B.	Messer
Crawford	Hill	Mica
Crenshaw	Holding	Miller (FL)
Culberson	Hudson	Miller (MI)
Curbelo (FL)	Huelskamp	Moolenaar
Davis, Rodney	Huizenga (MI)	Mooney (WV)
Denham	Hultgren	Mullin
Dent	Hunter	Mulvaney
DeSantis	Hurd (TX)	Murphy (PA)
DesJarlais	Hurt (VA)	Neugebauer

Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)

Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schock
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi

Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NAYS—181

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Deutch
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah

Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Levin
Lewis
Lieu, Ted
Lipinski
Loeb sack
Lofgren
Lowenthal
Lowe y
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
Meeks
Meng
Moore
Moulton
Murphy (FL)

Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascarell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman
Schultz
Waters, Maxine
Watson Coleman
Welch
Yarmuth

NOT VOTING—10

Byrne
Hinojosa
Lee
Long

McNerney
Rice (NY)
Roe (TN)

Sánchez, Linda T.
Speier
Wilson (FL)

□ 1411

Ms. BASS, Mr. SIREs, and Ms. PIN-GREE changed their vote from “yea” to “nay.”

So the previous question was ordered.

The result of the vote was announced as above recorded.

The SPEAKER pro tempore (Mr. POE of Texas). 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. HASTINGS. 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 243, noes 178, not voting 11, as follows:

[Roll No. 87]

AYES—243

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishak
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Culberson
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick

Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxy
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance

Latta
LoBiondo
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris
Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita

Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schock
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Sinema

Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Trotter
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski

NOES—178

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Deutch
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah

Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Levin
Lewis
Lieu, Ted
Lipinski
Loeb sack
Lofgren
Lowenthal
Lowe y
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
Meeks
Meng
Moore
Moulton

Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascarell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Richmond
Israel
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sires
Slaughter
Smith (WA)
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman
Schultz
Waters, Maxine
Watson Coleman
Welch
Yarmuth

NOT VOTING—11

Blumenauer
Byrne
Hinojosa
Lee

Long
McNerney
Rice (NY)
Roe (TN)

Sánchez, Linda T.
Speier
Wilson (FL)

□ 1418

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.

STEM EDUCATION ACT OF 2015

The SPEAKER pro tempore. The unfinished business is the vote on the motion to suspend the rules and pass the bill (H.R. 1020) to define STEM education to include computer science, and to support existing STEM education programs at the National Science Foundation, on which the yeas and nays were ordered.

The Clerk read the title of the bill.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Texas (Mr. SMITH) that the House suspend the rules and pass the bill.

This is a 5-minute vote.

The vote was taken by electronic device, and there were—yeas 412, nays 8, not voting 12, as follows:

[Roll No. 88]

YEAS—412

Abraham	Connolly	Graham
Adams	Conyers	Granger
Aderholt	Cook	Graves (GA)
Aguilar	Cooper	Graves (LA)
Allen	Costa	Graves (MO)
Amodeli	Costello (PA)	Grayson
Ashford	Courtney	Green, Al
Babin	Cramer	Green, Gene
Barletta	Crawford	Griffith
Barr	Crenshaw	Grijalva
Barton	Crowley	Grothman
Bass	Cuellar	Guinta
Beatty	Culberson	Guthrie
Becerra	Cummings	Gutiérrez
Benishek	Curbelo (FL)	Hahn
Bera	Davis (CA)	Hanna
Beyer	Davis, Danny	Hardy
Bilirakis	Davis, Rodney	Harper
Bishop (GA)	DeFazio	Harris
Bishop (MI)	DeGette	Hartzler
Bishop (UT)	Delaney	Hastings
Black	DeLauro	Heck (NV)
Blackburn	DelBene	Heck (WA)
Blum	Denham	Hensarling
Blumenauer	Dent	Herrera Beutler
Bonamici	DeSantis	Hice, Jody B.
Bost	DeSaulnier	Higgins
Boustany	DesJarlais	Hill
Boyle, Brendan	Deutch	Himes
F.	Diaz-Balart	Holding
Brady (PA)	Dingell	Honda
Brady (TX)	Doggett	Hoyer
Bridenstine	Dold	Hudson
Brooks (AL)	Doyle, Michael	Huelskamp
Brooks (IN)	F.	Huffman
Brown (FL)	Duckworth	Huizenga (MI)
Brownley (CA)	Duffy	Hultgren
Buchanan	Duncan (TN)	Hunter
Bucshon	Edwards	Hurd (TX)
Burgess	Ellison	Hurt (VA)
Bustos	Ellmers (NC)	Israel
Butterfield	Emmer (MN)	Issa
Calvert	Engel	Jackson Lee
Capps	Eshoo	Jeffries
Capuano	Esty	Jenkins (KS)
Cárdenas	Farenthold	Jenkins (WV)
Carney	Farr	Johnson (GA)
Carson (IN)	Fattah	Johnson (OH)
Carter (GA)	Fincher	Johnson, E. B.
Carter (TX)	Fitzpatrick	Johnson, Sam
Cartwright	Fleischmann	Jolly
Castor (FL)	Fleming	Jones
Castro (TX)	Flores	Jordan
Chabot	Forbes	Joyce
Chaffetz	Fortenberry	Kaptur
Chu, Judy	Foster	Katko
Ciilline	Fox	Keating
Clark (MA)	Frankel (FL)	Kelly (IL)
Clarke (NY)	Franks (AZ)	Kelly (PA)
Clawson (FL)	Frelinghuysen	Kennedy
Clay	Fudge	Kildee
Cleaver	Gabbard	Kilmer
Clyburn	Gallego	Kind
Coffman	Garamendi	King (NY)
Cohen	Gibbs	Kinzinger (IL)
Cole	Gibson	Kirkpatrick
Collins (GA)	Gohmert	Kline
Collins (NY)	Goodlatte	Knight
Comstock	Gosar	Kuster
Conaway	Gowdy	Labrador

LaMalfa	Nunes	Sherman
Lamborn	O'Rourke	Shimkus
Lance	Olson	Shuster
Langevin	Palazzo	Simpson
Larsen (WA)	Pallone	Sinema
Larson (CT)	Palmer	Sires
Latta	Pascrell	Slaughter
Lawrence	Paulsen	Smith (MO)
Levin	Payne	Smith (NE)
Lewis	Pearce	Smith (NJ)
Lieu, Ted	Pelosi	Smith (TX)
Lipinski	Perlmutter	Smith (WA)
LoBiondo	Perry	Stefanik
Loeb	Peters	Stewart
Lofgren	Peterson	Stivers
Loudermilk	Pingree	Stutzman
Love	Pittenger	Swalwell (CA)
Lowenthal	Pitts	Takai
Lowe	Pocan	Takano
Lucas	Poe (TX)	Thompson (CA)
Luetkemeyer	Poliquin	Thompson (MS)
Lujan Grisham	Polis	Thompson (PA)
(NM)	Pompeo	Thornberry
Lujan, Ben Ray	Posney	Tiberi
(NM)	Price (NC)	Tipton
Lummis	Price, Tom	Titus
Lynch	Quigley	Tonko
MacArthur	Ratcliffe	Torres
Maloney,	Reed	Trott
Carolyn	Reichert	Tsongas
Maloney, Sean	Renacci	Turner
Marchant	Ribble	Upton
Marino	Rice (SC)	Valadao
Massie	Richmond	Van Hollen
Matsui	Rigell	Vargas
McCarthy	Roby	Veasey
McCaul	Rogers (AL)	Vela
McCollum	Rogers (KY)	Velázquez
McDermott	Rohrabacher	Visclosky
McGovern	Rokita	Wagner
McHenry	Rooney (FL)	Walberg
McKinley	Ros-Lehtinen	Walden
McMorris	Roskam	Walker
Rodgers	Ross	Walorski
McSally	Rothfus	Walters, Mimi
Meadows	Rouzer	Walz
Meehan	Roybal-Allard	Wasserman
Meeks	Royce	Schultz
Meng	Ruiz	Waters, Maxine
Messer	Ruppersberger	Watson Coleman
Mica	Rush	Weber (TX)
Miller (FL)	Russell	Webster (FL)
Miller (MI)	Ryan (OH)	Welch
Moolenaar	Ryan (WI)	Wenstrup
Moore (WV)	Salmon	Westerman
Moore	Sanchez, Loretta	Whitfield
Moulton	Sarbanes	Williams
Mullin	Scalise	Wilson (SC)
Mulvaney	Schakowsky	Wittman
Murphy (FL)	Schiff	Womack
Murphy (PA)	Schock	Woodall
Nadler	Schrader	Yarmuth
Napolitano	Schweikert	Yoder
Neal	Scott (VA)	Yoho
Neugebauer	Scott, Austin	Young (AK)
Newhouse	Scott, David	Young (IA)
Noem	Sensenbrenner	Young (IN)
Nolan	Serrano	Zeldin
Norcross	Sessions	Zinke
Nugent	Sewell (AL)	

NAYS—8

Amash	Duncan (SC)	Sanford
Brat	Garrett	Westmoreland
Buck	McClintock	

NOT VOTING—12

Byrne	McNerney	Sánchez, Linda
Hinojosa	Rangel	T.
King (IA)	Rice (NY)	Speier
Lee	Roe (TN)	Wilson (FL)
Long		

□ 1429

So (two-thirds being in the affirmative) the rules were suspended and the bill was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

REQUESTING UNANIMOUS CONSENT TO CALL UP H.R. 861, DEPARTMENT OF HOMELAND SECURITY APPROPRIATIONS ACT, 2015

Ms. JACKSON LEE. Mr. Speaker, I ask unanimous consent that the House now bring up H.R. 861, the clean Department of Homeland Security funding bill to protect America that would keep the Department open so that we can carry out its mission of keeping the American people safe and, as well, protecting our national security over political security.

The SPEAKER pro tempore. Under guidelines consistently issued by successive Speakers, as recorded in section 956 of the House Rules and Manual, the Chair is constrained not to entertain the request unless it has been cleared by the bipartisan floor and committee leaderships.

SECTION 529 COLLEGE SAVINGS PLANS AMENDMENTS

Ms. JENKINS of Kansas. Mr. Speaker, pursuant to House Resolution 121, I call up the bill (H.R. 529) to amend the Internal Revenue Code of 1986 to improve 529 plans, and ask for its immediate consideration in the House.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Pursuant to House Resolution 121, the amendment in the nature of a substitute recommended by the Committee on Ways and Means, printed in the bill, shall be considered as adopted, and the bill, as amended, shall be considered read.

The text of the bill, as amended, is as follows:

H.R. 529

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. FINDINGS AND PURPOSE.

(a) FINDINGS.—Congress finds the following:

(1) When the Economic Growth and Tax Relief Reconciliation Act of 2001 became law, the tax treatment of section 529 college savings plans was changed so that qualified distributions were no longer taxed as income. The favorable tax treatment of college savings plans was made permanent with the passage of the Pension Protection Act of 2006.

(2) Section 529 college savings plans empower middle-class families to accumulate savings to offset the rising costs of attending college.

(3) The latest data from the College Savings Plan Network shows that there are 11.83 million 529 accounts open throughout all 50 states, which represent \$244.5 billion in total assets. The average 529 account size is \$20,671.

(4) States that sponsor 529 college savings plans have taken steps to ensure these plans are a tool that all families can use to save for college, including setting minimum contributions as low as \$25 per month to encourage participation by families of all income levels.

(5) The President's fiscal year 2016 Budget proposes raising taxes by taxing certain future distributions made from 529 college savings plans.

(6) The tax proposed by the President would discourage the use of 529 college savings plans, requiring families and students to take on more debt.

(7) Purchase of a computer represents a significant higher education expense and therefore