

the museum and library in Lexington, Virginia, as the National George C. Marshall Museum and Library.

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

Mr. Speaker, I want to thank our colleague from Roanoke for his leadership and the entire Virginia delegation for supporting the resolution. I urge support.

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

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

I am pleased we are advancing a bipartisan proposal today, one that means a great deal to the people in my home State of Virginia and to my fellow Members from Virginia here with us today, to designate the George C. Marshall Museum and the George C. Marshall Library as the National George C. Marshall Museum and Library. We do this to honor a great American hero and his enduring legacy. I urge my colleagues to support this resolution.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Virginia (Mr. BRAT) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 138.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the concurrent resolution was agreed to.

A motion to reconsider was laid on the table.

STRENGTHENING TRANSPARENCY IN HIGHER EDUCATION ACT

Mr. MESSER. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3178) to simplify and streamline the information regarding institutions of higher education made publicly available by the Secretary of Education, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 3178

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

SECTION 1. SHORT TITLE.

This Act may be cited as the “Strengthening Transparency in Higher Education Act”.

SEC. 2. COLLEGE DASHBOARD WEBSITE.

(a) ESTABLISHMENT.—Section 132 of the Higher Education Act of 1965 (20 U.S.C. 1015a) is amended—

(1) in subsection (a)—
(A) in paragraph (2), by striking “first-time,”;

(B) in paragraph (3) in the matter preceding subparagraph (A), by striking “first-time,”; and

(C) in paragraph (4), by striking “first-time,”;

(2) in subsection (b)—

(A) in paragraph (1), by striking “first-time,”; and

(B) in paragraph (2), by striking “first-time,”;

(3) by striking subsections (c) through (g), (j), and (l);

(4) by redesignating subsections (h), (i), and (k) as subsections (c), (d), and (e), respectively; and

(5) by striking subsection (d) (as so redesignated) and inserting the following new subsection:

“(d) CONSUMER INFORMATION.—

“(1) AVAILABILITY OF TITLE IV INSTITUTION INFORMATION.—The Secretary shall develop and make publicly available a website to be known as the ‘College Dashboard website’ in accordance with this section and prominently display on such website, in simple, understandable, and unbiased terms for the most recent academic year for which satisfactory data are available, the following information with respect to each institution of higher education that participates in a program under title IV:

“(A) A link to the website of the institution.

“(B) An identification of the type of institution as one of the following:

“(i) A four-year public institution of higher education.

“(ii) A four-year private, nonprofit institution of higher education.

“(iii) A four-year private, for-profit institution of higher education.

“(iv) A two-year public institution of higher education.

“(v) A two-year private, nonprofit institution of higher education.

“(vi) A two-year private, for-profit institution of higher education.

“(vii) A less than two-year public institution of higher education.

“(viii) A less than two-year private, nonprofit institution of higher education.

“(ix) A less than two-year private, for-profit institution of higher education.

“(C) The number of students enrolled at the institution—

“(i) as undergraduate students; and

“(ii) as graduate students, if applicable.

“(D) The student-faculty ratio.

“(E) The percentage of degree-seeking or certificate-seeking undergraduate students enrolled at the institution who obtain a degree or certificate within—

“(i) 100 percent of the normal time for completion of, or graduation from, the program in which the student is enrolled;

“(ii) 150 percent of the normal time for completion of, or graduation from, the program in which the student is enrolled; and

“(iii) 200 percent of the normal time for completion of, or graduation from, the program in which the student is enrolled.

“(F) The average net price per year for undergraduate students receiving Federal student financial aid under title IV based on an income category selected by the user from a list containing the following income categories:

“(i) \$0 to \$30,000.

“(ii) \$30,001 to \$48,000.

“(iii) \$48,001 to \$75,000.

“(iv) \$75,001 to \$110,000.

“(v) \$110,001 to \$150,000.

“(vi) Over \$150,000.

“(G) A link to the net price calculator for such institution.

“(H) The percentage of undergraduate students who obtained a certificate or degree from the institution who borrowed Federal student loans under title IV, and the average Federal student loan debt incurred by an undergraduate student who obtained a certificate or degree from the institution and borrowed Federal student loans under title IV in the course of obtaining such certificate or degree.

“(I) A link to national and regional data from the Bureau of Labor Statistics on starting salaries in all major occupations.

“(J) A link to the webpage of the institution containing campus safety data with respect to such institution.

“(2) OTHER INFORMATION.—The Secretary shall publish on Internet webpages that are linked to through the College Dashboard website for the most recent academic year for which satisfactory data is available the following information with respect to each institution of higher education that participates in a program under title IV:

“(A) ENROLLMENT.—

“(i) The percentages of male and female undergraduate students enrolled at the institution.

“(ii) The percentages of undergraduate students enrolled at the institution—

“(I) full-time; and

“(II) less than full-time.

“(iii) In the case of an institution other than an institution that provides all courses and programs through distance education, of the undergraduate students enrolled at the institution—

“(I) the percentage of such students who are from the State in which the institution is located;

“(II) the percentage of such students who are from other States; and

“(III) the percentage of such students who are international students.

“(iv) The percentages of undergraduate students enrolled at the institution, disaggregated by—

“(I) race and ethnic background;

“(II) classification as a student with a disability;

“(III) recipients of a Federal Pell Grant;

“(IV) recipients of assistance under a tuition assistance program conducted by the Department of Defense under section 1784a or 2007 of title 10, United States Code, or other authorities available to the Department of Defense or veterans’ education benefits (as defined in section 480); and

“(V) recipients of a Federal student loan under title IV.

“(B) COMPLETION.—The information required under paragraph (1)(E), disaggregated by—

“(i) recipients of a Federal Pell Grant;

“(ii) recipients of a loan made under part D of title IV (other than a Federal Direct Unsubsidized Stafford Loan) who did not receive a Federal Pell Grant;

“(iii) individuals who did not receive a Federal Pell Grant or a loan made under part D of title IV (other than a Federal Direct Unsubsidized Stafford Loan);

“(iv) race and ethnic background;

“(v) classification as a student with a disability;

“(vi) recipients of assistance under a tuition assistance program conducted by the Department of Defense under section 1784a or 2007 of title 10, United States Code, or other authorities available to the Department of Defense or veterans’ education benefits (as defined in section 480); and

“(vii) male and female.

“(C) COSTS.—

“(i) The cost of attendance for full-time undergraduate students enrolled in the institution who live on campus.

“(ii) The cost of attendance for full-time undergraduate students enrolled in the institution who live off campus.

“(iii) The cost of tuition and fees for full-time undergraduate students enrolled in the institution.

“(iv) The cost of tuition and fees per credit hour or credit hour equivalency for undergraduate students enrolled in the institution less than full time.

“(v) In the case of a public institution of higher education (other than an institution described in clause (vi)) and notwithstanding

subsection (b)(1), the costs described in clauses (i) and (ii) for—

“(I) full-time students enrolled in the institution who are residents of the State in which the institution is located; and

“(II) full-time students enrolled in the institution who are not residents of such State.

“(vi) In the case of a public institution of higher education that offers different tuition rates for students who are residents of a geographic subdivision smaller than a State and students not located in such geographic subdivision and notwithstanding subsection (b)(1), the costs described in clauses (i) and (ii) for—

“(I) full-time students enrolled at the institution who are residents of such geographic subdivision; and

“(II) full-time students enrolled at the institution who are residents of the State in which the institution is located but not residents of such geographic subdivision; and

“(III) full-time students enrolled at the institution who are not residents of such State.

“(D) FINANCIAL AID.—

“(i) The average annual grant amount (including Federal, State, and institutional aid) awarded to an undergraduate student enrolled at the institution who receives financial aid.

“(ii) The percentage of undergraduate students enrolled at the institution receiving Federal, State, and institutional grants, student loans, and any other type of student financial assistance known by the institution, provided publicly or through the institution, such as Federal work-study funds.

“(iii) The cohort default rate (as defined in section 435(m)) for such institution.

“(E) FACULTY INFORMATION.—

“(i) The ratio of the number of course sections taught by part-time instructors to the number of course sections taught by full-time faculty, disaggregated by course sections intended primarily for undergraduate students and course sections intended primarily for graduate students.

“(ii) The mean and median years of employment for part-time instructors.

“(3) OTHER DATA MATTERS.—

“(A) COMPLETION DATA.—The Commissioner of Education Statistics shall ensure that the information required under paragraph (1)(E) includes information with respect to all students at an institution, including students other than first-time, full-time students and students who transfer to another institution, in a manner that the Commissioner considers appropriate.

“(B) ADJUSTMENT OF INCOME CATEGORIES.—The Secretary may annually adjust the range of each of the income categories described in paragraph (1)(F) to account for a change in the Consumer Price Index for All Urban Consumers as determined by the Bureau of Labor Statistics if the Secretary determines an adjustment is necessary.

“(4) INSTITUTIONAL COMPARISON.—The Secretary shall include on the College Dashboard website a method for users to easily compare the information required under paragraphs (1) and (2) between institutions.

“(5) UPDATES.—

“(A) DATA.—The Secretary shall update the College Dashboard website not less than annually.

“(B) TECHNOLOGY AND FORMAT.—The Secretary shall regularly assess the format and technology of the College Dashboard website and make any changes or updates that the Secretary considers appropriate.

“(6) CONSUMER TESTING.—

“(A) IN GENERAL.—In developing and maintaining the College Dashboard website, the Secretary, in consultation with appropriate departments and agencies of the Federal

Government, shall conduct consumer testing with appropriate persons, including current and prospective college students, family members of such students, institutions of higher education, and experts, to ensure that the College Dashboard website is usable and easily understandable and provides useful and relevant information to students and families.

“(B) RECOMMENDATIONS FOR CHANGES.—The Secretary shall submit to the authorizing committees any recommendations that the Secretary considers appropriate for changing the information required to be provided on the College Dashboard website under paragraphs (1) and (2) based on the results of the consumer testing conducted under subparagraph (A).

“(7) PROVISION OF APPROPRIATE LINKS TO PROSPECTIVE STUDENTS AFTER SUBMISSION OF FAFSA.—The Secretary shall provide to each student who submits a Free Application for Federal Student Aid described in section 483 a link to the webpage of the College Dashboard website that contains the information required under paragraph (1) for each institution of higher education such student includes on such Application.

“(8) INTERAGENCY COORDINATION.—The Secretary, in consultation with each appropriate head of a department or agency of the Federal Government, shall ensure to the greatest extent practicable that any information related to higher education that is published by such department or agency is consistent with the information published on the College Dashboard website.

“(9) REFERENCES TO COLLEGE NAVIGATOR WEBSITE.—Any reference in this Act to the College Navigator website shall be considered a reference to the College Dashboard website.”

(b) CONFORMING AMENDMENTS.—The Higher Education Act of 1965 (20 U.S.C. 1001 et seq.), as amended by subsection (a) of this section, is further amended—

(1) in section 131(h) (20 U.S.C. 1015(h)), by striking “College Navigator” and inserting “College Dashboard”; and

(2) in section 132(a) (20 U.S.C. 1015a(a)), by striking paragraph (1) and inserting the following new paragraph:

“(1) COLLEGE DASHBOARD WEBSITE.—The term ‘College Dashboard website’ means the College Dashboard website required under subsection (d).”

(c) DEVELOPMENT.—The Secretary of Education shall develop and publish the College Dashboard website required under section 132 of the Higher Education Act of 1965 (20 U.S.C. 1015a), as amended by subsections (a) and (b) of this section, not later than one year after the date of the enactment of this Act.

(d) COLLEGE NAVIGATOR WEBSITE MAINTENANCE.—The Secretary shall maintain the College Navigator website required under section 132 of the Higher Education Act of 1965 (20 U.S.C. 1015a), as in effect the day before the date of the enactment of this Act, in the manner required under the Higher Education Act of 1965, as in effect on such day, until the College Dashboard website referred to in subsection (c) is complete and publicly available on the Internet.

SEC. 3. NET PRICE CALCULATORS.

Subsection (c) of section 132 of the Higher Education Act of 1965 (20 U.S.C. 1015a), as redesignated by section 2(a)(4) of this Act, is amended—

(1) by redesignating paragraph (4) as paragraph (6); and

(2) by inserting after paragraph (3) the following new paragraphs:

“(4) MINIMUM REQUIREMENTS FOR NET PRICE CALCULATORS.—Not later than 1 year after the date of the enactment of the Strengthening Transparency in Higher Education

Act, a net price calculator for an institution of higher education shall meet the following requirements:

“(A) The link for the calculator shall—

“(i) be clearly labeled as a net price calculator and prominently, clearly, and conspicuously posted in locations on the website of such institution where information on costs and aid is provided and any other location that the institution considers appropriate; and

“(ii) match in size and font to the other prominent links on the webpage where the link for the calculator is displayed.

“(B) The webpage displaying the results for the calculator shall specify at least the following information:

“(i) The net price (as calculated under subsection (a)(2)) for such institution, which shall be the most visually prominent figure on the results screen.

“(ii) Cost of attendance, including—

“(I) tuition and fees;

“(II) average annual cost of room and board for the institution for a full-time undergraduate student enrolled in the institution;

“(III) average annual cost of books and supplies for a full-time undergraduate student enrolled in the institution; and

“(IV) estimated cost of other expenses (including personal expenses and transportation) for a full-time undergraduate student enrolled in the institution.

“(iii) Estimated total need-based grant aid and merit-based grant aid from Federal, State, and institutional sources that may be available to a full-time undergraduate student.

“(iv) Percentage of the full-time undergraduate students enrolled in the institution that received any type of grant aid described in clause (iii).

“(v) The disclaimer described in paragraph (6).

“(vi) In the case of a calculator that—

“(I) includes questions to estimate the eligibility of a student or prospective student for veterans' education benefits (as defined in section 480) or educational benefits for active duty service members, such benefits are displayed on the results screen in a manner that clearly distinguishes such benefits from the grant aid described in clause (iii); or

“(II) does not include questions to estimate eligibility for the benefits described in subclause (I), the results screen indicates that certain students (or prospective students) may qualify for such benefits and includes a link to information about such benefits.

“(C) The institution shall populate the calculator with data from an academic year that is not more than 2 academic years prior to the most recent academic year.

“(5) PROHIBITION ON USE OF DATA COLLECTED BY THE NET PRICE CALCULATOR.—A net price calculator for an institution of higher education shall—

“(A) clearly indicate which questions are required to be completed for an estimate of the net price from the calculator;

“(B) in the case of a calculator that requests contact information from users, clearly mark such requests as optional and provide for an estimate of the net price from the calculator without requiring users to enter such information; and

“(C) prohibit any personally identifiable information provided by users from being sold or made available to third parties.”

SEC. 4. FUNDING.

(a) USE OF EXISTING FUNDS.—Of the amount authorized to be appropriated to the Department of Education to maintain the College Navigator website, \$1,000,000 shall be available to carry out this Act and the amendments made by this Act.

(b) NO ADDITIONAL FUNDS AUTHORIZED.—No funds are authorized by this Act to be appropriated to carry out this Act or the amendments made by this Act.

The SPEAKER pro tempore (Mr. RIGELL). Pursuant to the rule, the gentleman from Indiana (Mr. MESSER) and the gentleman from the Northern Mariana Islands (Mr. SABLAN) each will control 20 minutes.

The Chair recognizes the gentleman from Indiana.

□ 1615

GENERAL LEAVE

Mr. MESSER. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 3178.

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

There was no objection.

Mr. MESSER. Mr. Speaker, I rise today in strong support of H.R. 3178, the Strengthening Transparency in Higher Education Act, and I yield myself such time as I may consume.

For many Americans, access to higher education is a critical step in achieving the American Dream. However, as young men and women enter into the college selection process, they are too often faced with a complex maze of options, a lack of clear and consistent information, and a complicated and burdensome financial aid system.

Congress made a number of reforms in 2008 to provide students and their families with more information on colleges and universities. Students are now better equipped to make informed decisions about where they choose to pursue a postsecondary education. But, unfortunately, some of these initiatives have only added to confusion faced by students and families as they make their higher education decisions, so more needs to be done.

Too often, information that is available does not take into account the number of current students who enroll in higher education and lacks other important crucial information that may impact the decisions being made by students and their families. That is why Representative Foxx and I, along with many of our colleagues on both sides of the aisle, have introduced this important legislation.

The Strengthening Transparency in Higher Education Act makes significant improvements to the transparency gaps that currently exist within our current higher education system, including completion rates for Pell grant recipients. It will help ensure all available data is straightforward, useful, and relevant for today's students.

By streamlining the maze of information into a consumer-tested College Dashboard, we can provide better information on enrollment, completion rates, and average student loan debt. Students can more easily form side-by-

side comparisons of the colleges and universities that they are considering.

Currently, the Secretary of Education is only required to publish information on first-time students who attend class full-time, ignoring a large part of the current college population. This legislation will ensure available information is better reflective of all students, both traditional and contemporary, and new and prospective students have a clearer picture of all options that are available to them.

The Strengthening Transparency in Higher Education Act takes steps to improve coordination among Federal agencies by requiring the Secretary of Education to work with other departments and agencies to ensure that any information related to higher education that they publish is consistent with the College Dashboard. This will help to avoid duplicative efforts and reduce confusion for students.

With these reforms, we can ensure that students have all the information they need to make the best decisions for their futures. By working together, we can help make the dream of obtaining a college degree a reality for more Americans.

I urge my colleagues to support this bipartisan legislation, and I reserve the balance of my time.

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

Mr. Speaker, I rise in support of H.R. 3178, the Strengthening Transparency in Higher Education Act, and I want to thank the gentleman from Indiana for joining me today in managing the bill. I want to also thank Ms. Foxx, chair of the Subcommittee on Higher Education and Workforce Training, for her hard work on this bill. I also want to thank our chairman, JOHN KLINE, and ranking member, BOBBY SCOTT, for their leadership.

No matter which side of the aisle we are on, we can all agree that, by helping people get an education, we are benefiting both the individual and the American economy. In today's world, getting an education means more than grade school and high school; it means higher education as well.

H.R. 3178 will help more Americans get a college education, and it does so by helping college students and potential college students and their families get more of the information they need to make the tough financial decision that go along with a college education.

With more than 7,000 colleges and universities nationwide to choose from, the college application process can be quite overwhelming for students and their families. H.R. 3178 helps to bridge the information gap by creating a new online tool for students and families called the College Dashboard, to be managed by the U.S. Department of Education. This Web site will replace the cumbersome College Navigator and compile information submitted by institutions on enrollment, graduation rates, costs, financial aid, and faculty status. The bill will also streamline ex-

isting efforts at the Federal level to reduce confusion, and require better coordination by Federal agencies to avoid duplication.

A bill like H.R. 3178 is particularly important for students in America who come from areas like the one I represent, the Northern Mariana Islands, that are geographically remote. Students from my district cannot hop in the car with their parents and drive around the country looking at colleges. It costs thousands of dollars to fly off island, as we say; and for families who come from some of the poorer areas of our Nation, like the one I represent, those thousands of dollars that would be spent to look at colleges would be better spent paying tuition, buying books, or covering the cost of room and board.

Having more information readily available about the cost of any particular college and the return on investment that graduates of that college can expect is also critically important for students and families who often are investing in a college education for the first time. Making an investment like that for families that have never sent anyone to college is a leap of faith, a huge risk, and if we can help reduce the risk, or give those families a better sense of the value of the financial sacrifices they will have to make to pay for college, then we should do so.

By supplying key information about the colleges online on the College Dashboard, as this measure does, it would help bridge the geographic and socioeconomic gaps that can be a barrier for bright, hardworking, and ambitious students everywhere in America to get a college degree. When we can do that, we are helping these individuals have a more productive, satisfying life, and we are helping our Nation remain productive and competitive in our world economy.

Again, I want to thank Chairwoman Foxx for the opportunity to work with her on this important and meaningful legislation. I urge my colleagues to support H.R. 3178, the Strengthening Transparency in Higher Education Act.

I yield back the balance of my time.

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

Mr. Speaker, in closing, I want to thank the gentleman from the Northern Mariana Islands for his leadership on this important bill and all my colleagues on both sides of the aisle for their hard work on this bipartisan legislation.

Going through the college decision application process should be an experience students look forward to as they plan the next stage of their lives. The Strengthening Transparency in Higher Education Act makes the reforms necessary to ensure the information available to students is more accessible, relevant, and helpful as they go through that process.

I am pleased with the good work we have been able to do here on Capitol Hill.

I want to thank Chairwoman FOXX for her leadership on this bill as well.

I urge my colleagues to support the legislation.

I yield back the balance of my time.

Ms. JACKSON LEE. Mr. Speaker, I rise today in support of H.R. 3178, the “Strengthening Transparency in Higher Education Act,” which streamlines and simplifies information regarding institutions of higher education.

At a time when American innovation and intellectual growth is critical to maintaining our country’s global economic leadership, higher education is an indispensable means of ensuring the next generation can uphold the exceptionally high standards of American innovation.

As the founder and chair of the Children’s Caucus, and a longtime advocate for education opportunities for students at every stage, I know this nation can do better.

In order to ensure tomorrow’s economic, academic, and political leaders are the best our nation has to offer, higher education opportunities must be available and accessible to all.

I support the “Strengthening Transparency in Higher Education Act” because it makes an important contribution in ensuring higher education remains accessible and possible for all students.

In particular, H.R. 3178 simplifies available information on higher education opportunities by developing and making publicly available a website known as the “College Dashboard Website” that will streamline available information about participating institutions in a readily-accessible manner.

The information on this website will include:

(1) A link to the website of the institution, as well as an identification of the type of institution;

(2) Information about the institution including its attendance, student-faculty ratio, and percentage of degree-seeking or certificate-seeking undergraduate students enrolled at the institution who obtain their degree or certificate within a particular time frame;

(3) Financial information including average net price per year and availability of financial aid; and

(4) Data about campus safety, as well as regional and national data regarding starting salaries in all major occupations.

The “College Dashboard Website,” moreover, will include links to more exhaustive data regarding enrollment, completion, costs, financial aid, faculty, and institutional comparison.

Finally, the “College Dashboard Website” will include links that provide net price calculators for participating institutions of higher education.

These resources being made available to the education marketplace will provide important information to students and their families in their search for the best education value possible.

As an effort to simplify the public’s access to institutions of higher education, H.R. 3178 represents a crucial step in bolstering the accessibility of education in America.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Indiana (Mr. MESSER) that the House suspend the rules and pass the bill, H.R. 3178, as amended.

The question was taken; and (two-thirds being in the affirmative) the

rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

HBCU CAPITAL FINANCING IMPROVEMENT ACT

Mr. BYRNE. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5530) to amend the Higher Education Act of 1965 to modify certain provisions relating to the capital financing of historically Black colleges and universities, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 5530

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

SECTION 1. SHORT TITLE.

This Act may be cited as the “HBCU Capital Financing Improvement Act”.

SEC. 2. BOND INSURANCE.

Section 343 of the Higher Education Act of 1965 (20 U.S.C. 1066b) is amended—

(1) by striking “escrow account” each place it appears and inserting “bond insurance fund”; and

(2) in subsection (b)—

(A) in paragraph (1), by striking “an” and inserting “a”; and

(B) in paragraph (8), in the matter preceding subparagraph (A), by striking “an” and inserting “a”.

SEC. 3. STRENGTHENING TECHNICAL ASSISTANCE.

Paragraph (9) of section 345 of the Higher Education Act of 1965 (20 U.S.C. 1066d) is amended to read as follows:

“(9) may, directly or by grant or contract, provide financial counseling and technical assistance to eligible institutions to prepare the institutions to qualify, apply for, and maintain a capital improvement loan, including a loan under this part; and”.

SEC. 4. HBCU CAPITAL FINANCING ADVISORY BOARD.

Paragraph (2) of section 347(c) of the Higher Education Act of 1965 (20 U.S.C. 1066f(c)) is amended to read as follows:

“(2) REPORT.—On an annual basis, the Advisory Board shall prepare and submit to the authorizing committees a report on the status of the historically Black colleges and universities described in paragraph (1)(A). That report shall also include—

“(A) an overview of all loans in the capital financing program, including the most recent loans awarded in the fiscal year in which the report is submitted; and

“(B) administrative and legislative recommendations, as needed, for addressing the issues related to construction financing facing historically Black colleges and universities.”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Alabama (Mr. BYRNE) and the gentleman from North Carolina (Ms. ADAMS) each will control 20 minutes.

The Chair recognizes the gentleman from Alabama.

GENERAL LEAVE

Mr. BYRNE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 5530.

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

There was no objection.

Mr. BYRNE. Mr. Speaker, I rise today in strong support of H.R. 5530, the HBCU Capital Financing Improvement Act, and I yield myself such time as I may consume.

Mr. Speaker, H.R. 5530 is one of a number of bills on the floor today with a common purpose: improving our country’s higher education system—something that has been a priority of mine for a very long time.

As a member of the Alabama State Board of Education and as chancellor of the Alabama Department of Postsecondary Education, I worked to ensure that schools in our State were preparing students to succeed. As a member of the House Education and the Workforce Committee, I have continued that focus and worked to deliver solutions that will provide all students with the quality education they deserve, and that is why I stand here today.

An important part of helping students succeed is making sure schools and institutions have what they need to serve them well. That is exactly what H.R. 5530 will do.

The bill reforms a program known as the HBCU Capital Financing Program. Congress created this program to provide Historically Black Colleges and Universities with low-cost capital they can use to make infrastructure improvements. It acts as a loan guarantee program so that these institutions can finance or refinance repairs, renovations, and construction on their campuses.

The program also includes an advisory board that is intended to inform the Department of Education on the capital needs of HBCUs, how those needs can be met through the program, and how the program can be improved.

H.R. 5530 will improve access to the HBCU Capital Financing Program by helping schools better understand the resources available to them. It will also strengthen the oversight program, reinforcing the duties of its advisory board by requiring it to report annually to Congress on the program’s financial health. These are simple reforms that will help HBCUs better serve their students and ensure taxpayer dollars are being well-spent.

I urge my colleagues to support this bipartisan legislation, and I reserve the balance of my time.

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

I thank the gentleman from Alabama also for serving as co-chair of the bipartisan HBCU Caucus and cosponsoring this bill.

I am here today to encourage all of my colleagues to support the HBCU Capital Financing Improvement Act. This bipartisan legislation seeks to offset inequities faced by Historically Black Colleges and Universities in the private bond market by making improvements to the HBCU Capital Financing Program, a program that provides low-cost capital to finance infrastructure improvements at HBCUs.