

I thank Jacque Moseley of the House Education and Labor Committee, who has been invaluable.

Mr. Speaker, I urge all of my colleagues to stand in support of the American deaf-blind community and vote in favor of this bipartisan legislation before us.

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

H.R. 2134 is legislation to reauthorize the Helen Keller National Center for Deaf-Blind Youths and Adults. The center offers groundbreaking educational programs across the country that help deaf-blind individuals triumph over adversity, just as Helen Keller did more than 50 years ago. By passing today's legislation, we ensure this center can continue its critical work providing our Nation's deaf-blind with the resources needed to lead successful and independent lives.

Mr. Speaker, I join my colleague, Congressman POCAN, whom I thank for authoring this bill. I once again urge my colleagues to vote "yes" on H.R. 2134, and I yield back the balance of my time.

Ms. JAYAPAL. Mr. Speaker, I yield 3 minutes to the gentleman from New York (Mr. SUOZZI), who is my good friend.

Mr. SUOZZI. Mr. Speaker, I thank Congresswoman JAYAPAL for yielding me time.

Today I rise in support of H.R. 2134, the Helen Keller National Center Reauthorization Act of 2019.

The Helen Keller National Center for Deaf-Blind Youths and Adults is located in my district in Sands Point, Long Island. It is a national organization and, really, the only one of its type.

I want to thank my colleagues, Representative POCAN, who is the author of this bill, and Congressman PETER KING, Congressman BOBBY SCOTT, Congresswoman DELAUBO, Congressman COLE, and Congresswoman LOWEY, for championing the authorization of the Helen Keller National Center.

Think about it: This was formed in 1967, and it is a unique facility in that it serves a population that is both deaf and blind, combined. Imagine how important this organization is in the lives of these folks who are confronting being deaf and blind at the same time.

It is estimated that there are 2.4 million deaf and blind youths and adults in America, and that number is going up dramatically as the population ages.

Mr. Speaker, this organization services adults who are over 16 years of age. They travel from all over the country to come to this facility, as well as having regional centers, which have been mentioned already, that provide what you would characterize as outpatient services.

In my second week in office, in 2017, I visited the Helen Keller National Center in my district. I met with deaf and blind individuals in the program. I learned about their experiences and how Helen Keller services made a dif-

ference in their lives and the lives of their families. Many described how they had gained skills in order to live independently and to be successfully employed in a career of their choice.

We must all recognize the critical importance of this group, and the reauthorization of the Helen Keller Act is one significant way that Congress can collectively convey to the deaf-blind community that we are all committed to ensuring quality services are available to promote their empowerment and their success, not only the work they have done in the past, but that they will do in the future as well.

I want people to know that, since coming to Congress in 2017, after years of no increases in their funding, my colleagues and I have helped increase funding at the Helen Keller National Center from \$10.3 million a year to \$13.5 million for the Helen Keller National Center. It is really a modest investment, but with this funding, they have been able to provide a wider array of critical services to deaf-blind individuals by building a network all across the Nation among professionals and service providers with 11 regional offices located across the country. This year's appropriations bill package passed by the House included \$16 million and is awaiting action in the Senate.

Again, Mr. Speaker, I want to thank all of my colleagues who have done so much for such an important organization.

Ms. JAYAPAL. Mr. Speaker, in closing, this is commonsense, bipartisan legislation to help deaf-blind students across the country. I am so proud that the House is considering this legislation today. I urge a "yes" vote, and I yield back the balance of my time.

Ms. JACKSON LEE. Mr. Speaker, I rise today in strong support of H.R. 2134 the "Helen Keller National Center Reauthorization Act of 2019."

Helen Keller was an American author, political activist, and lecturer who was the first deaf-blind person to earn a Bachelor's Degree in the United States.

She was born in Tuscumbia, Alabama on June 27, 1880 and she spent her life campaigning for women's suffrage, labor rights and antimilitarism.

The Helen Keller National Center Act established a Helen Keller National Center for Deaf-Blind Youths and Adults to provide specialized intensive services for deaf-blind persons, to train personnel to provide such services, and to conduct applied research, development, and demonstrations relating to communication techniques, teaching methods, aids, devices and delivery of services.

This bill requires an annual audit of the Center and it directs the Secretary of Education to ensure that Center service and training programs are monitored regularly, and Center operation is evaluated annually, with written reports to the President and Congress submitted by specified deadlines.

There are approximately thirty-six million adult Americans that suffer some type of hearing loss and approximately ten million Americans that are blind or visually impaired.

This legislation will help ensure that these Americans get the help they need to fulfill their dreams.

That is why I urge all Members to join me in voting for H.R. 2134.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Washington (Ms. JAYAPAL) that the House suspend the rules and pass the bill, H.R. 2134, 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.

#### □ 1715

#### FOSTERING UNDERGRADUATE TALENT BY UNLOCKING RESOURCES FOR EDUCATION ACT

Ms. ADAMS. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 2486) to reauthorize mandatory funding programs for historically Black colleges and universities and other minority-serving institutions, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 2486

*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 "Fostering Undergraduate Talent by Unlocking Resources for Education Act" or the "FUTURE Act".

#### SEC. 2. STRENGTHENING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND OTHER MINORITY-SERVING INSTITUTIONS.

Section 371(b)(1)(A) of the Higher Education Act of 1965 (20 U.S.C. 1067q(b)(1)(A)) is amended—

(1) in the first sentence, by striking "through 2019" and inserting "through 2021"; and

(2) in the second sentence, by striking "2019" and inserting "2021".

#### SEC. 3. ELIMINATION OF ACCOUNT MAINTENANCE FEES.

(a) IN GENERAL.—Section 458 of the Higher Education Act of 1965 (20 U.S.C. 1087h) is amended—

(1) in subsection (a)—

(A) by striking paragraphs (1), (4), and (5); and

(B) by redesignating paragraphs (3), (6), (7), and (8) as paragraphs (1), (2), (3), and (4), respectively;

(2) by striking subsection (b); and

(3) by redesignating subsection (c) as subsection (b).

(b) CONFORMING AMENDMENTS.—Section 422B(c) of the Higher Education Act of 1965 (20 U.S.C. 1072b(c)) is amended—

(1) by striking paragraph (3); and

(2) by redesignating paragraphs (4) through (6) as paragraphs (3) through (5), respectively.

(c) EFFECTIVE DATE.—The amendments made by this section shall take effect on October 1, 2019.

#### SEC. 4. TRANSFER OF FEDERAL PELL GRANT FUNDS.

Section 401(b)(7)(A)(iv) of the Higher Education Act of 1965 (20 U.S.C. 1070a(b)(7)(A)(iv)) is amended by striking

subclauses (X) and (XI) and inserting the following:

- “(X) \$1,267,000,000 for fiscal year 2020;
- “(XI) \$1,145,000,000 for fiscal year 2021;
- “(XII) \$1,145,000,000 for fiscal year 2022;
- “(XIII) \$1,145,000,000 for fiscal year 2023;
- “(XIV) \$1,145,000,000 for fiscal year 2024;
- “(XV) \$1,394,000,000 for fiscal year 2025; and
- “(XVI) \$1,145,000,000 for fiscal year 2026 and each succeeding fiscal year.”

**SEC. 5. DETERMINATION OF BUDGETARY EFFECTS.**

The budgetary effects of this Act, for the purpose of complying with the Statutory Pay-As-You-Go Act of 2010, shall be determined by reference to the latest statement titled “Budgetary Effects of PAYGO Legislation” for this Act, submitted for printing in the Congressional Record by the Chairman of the Committee on the Budget of the House of Representatives, provided that such statement has been submitted prior to the vote on passage.

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

The Chair recognizes the gentlewoman from North Carolina.

**GENERAL LEAVE**

Ms. ADAMS. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days to revise and extend and include extraneous materials on H.R. 2486.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from North Carolina?

There was no objection.

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

Mr. Speaker, I rise in support of H.R. 2486, Fostering Undergraduate Talent by Unlocking Resources for Education, or better known as the FUTURE Act.

This bill is an absolutely crucial piece of legislation. It represents the number one priority of our minority-serving institutions, which educate nearly 30 percent of all undergraduate students in America.

The FUTURE Act would reauthorize title 3, part F of the Higher Education Act, providing \$255 million in funding for MSIs for the next 2 years.

This includes:

\$85 million of historically Black colleges and universities;

\$30 million for Tribal colleges and universities;

\$100 million for Hispanic-serving institutions; and

\$15 million each for predominantly Black institutions, Alaska Native and Native Hawaiian-serving institutions and Asian American and Native American Pacific Islander-serving institutions.

First authorized in 2010, title 3, part F have helped MSIs prepare their students for STEM professions, fortified failing infrastructure on MSIs campuses, and provided fiscal stability for many of our smaller MSIs.

In order for MSIs to continue this work for fiscal year 2020 and beyond, the House must act tonight and ensure that our low-income, first generation college students are not left behind. This bill is about their future.

H.R. 2486 is not only integral to MSIs and the millions of students that they serve, it is also responsible legislation that is completely paid for, not adding one cent to the deficit. H.R. 2486 does this by repealing automatic maintenance fees, a relic of the now-defunct Federal Family Education Loan Program, where the government-paid private institutions called guaranty agencies to manage student loan accounts. And with the Federal Government now directly lending to student borrowers, these fees are no longer paid, and are increasingly being phased out.

Mr. Speaker, I ask for support for H.R. 2486, and I include in the RECORD a letter from the American Council on Education and 43 other national organizations in support of passage of this bill tonight by the House.

AMERICAN COUNCIL ON EDUCATION,  
Washington, DC, September 16, 2019.

Representative NANCY PELOSI,  
*Speaker of the House, House of Representatives,*  
Washington, DC.

Representative KEVIN MCCARTHY,  
*Minority Leader, House of Representatives,*  
Washington, DC.

DEAR SPEAKER PELOSI AND LEADER MCCARTHY: On behalf of the undersigned organizations representing Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic-Serving Institutions (HSIs), other Minority-Serving Institutions (MSIs), and the higher education community at large, we write to ask that you and the members you lead vote in favor of H.R. 2486, the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act when it comes up for a vote tomorrow.

This bicameral, bipartisan bill was introduced by Representative Alma Adams (D-NC) and Representative Mark Walker (R-NC) to extend vital mandatory funding for Science, Technology, Engineering, and Mathematics (STEM) education, student completion and infrastructure programs benefiting HBCUs, TCUs, HSIs, and other MSIs in Title III, Part F of the Higher Education Act of 1965 (HEA) before it expires on September 30, 2019.

Mandatory funding for STEM education and other programs at these important institutions was first instituted when the College Cost and Reduction Act of 2007 was signed into law. This bill passed both the House and Senate on a bipartisan basis and allowed for mandatory funding to flow to HBCUs, TCUs, HSIs and other MSIs from 2008 to 2009. Shortly thereafter, the Higher Education Opportunity Act, which maintained this important stream of funding, passed both the House and Senate on a bipartisan basis and was signed into law in 2008.

It was not until 2010 that these mandatory funds were extended for an additional ten years because Congress recognized the value in securing funding for institutions that served large numbers of low-income, first-generation college students of color.

According to a recent report, there are more than “20 million young people of color in the United States whose representations in STEM education pathways and in the STEM workforce [fall] . . . far below their proportions of the general population.” It was emphasized in this report that “the educational outcomes and STEM readiness of students of color will have direct implications on America’s economic growth, national security, and global prosperity.”

Furthermore, a report released by the White House’s National Science and Tech-

nology Council stated that the “national benefits of a strong STEM foundation cannot be fully realized until all members of society have equitable access to STEM education and [until] there is much broader participation by those historically underserved and underrepresented in STEM fields . . .” The report goes on to highlight the importance of diversity in the workplace leading to more engaged, innovative, and higher-performing organizations.

It is clear that diversifying our STEM workforce should be a priority for our country and would pay immediate dividends to our economy. The FUTURE Act helps avoid a \$2.55 billion-dollar cliff in funding over 10 years for HBCUs, TCUs, HSIs, and other MSIs by extending mandatory funding until Fiscal Year 2021. This bill is revenue neutral and allows these important institutions to continue the valuable work of offering quality STEM programs.

We thank you for your consideration of this request, and look forward to working with you to enact this legislation before the September 30 deadline.

Sincerely,

TED MITCHELL,  
*President.*

On behalf of:

Achieving the Dream, Inc.; ACPA-College Student Educators International; ACT, Inc.; American Association of Colleges of Nursing; American Association of Collegiate Registrars and Admissions Officers; American Association of Community Colleges; American Association of State Colleges and Universities; American Association of University Professors; American Council on Education; American Dental Education Association; American Indian Higher Education Consortium; APPA, Leadership in Educational Facilities; Association of American Colleges and Universities; Association of American Universities; Association of Catholic Colleges and Universities.

Association of Community College Trustees; Association of Governing Boards of Universities and Colleges; Association of Jesuit Colleges and Universities; Association of Public and Land-grant Universities; Coalition of Urban and Metropolitan Universities; College and University Professional Association for Human Resources; Common App; Consortium of Universities of the Washington Metropolitan Area; Council for Advancement and Support of Education; Council for Christian Colleges & Universities; Council for Higher Education Accreditation; Council for Opportunity in Education; Council of Graduate Schools; Council of Independent Colleges; Council on Social Work Education.

EDUCAUSE; ETS; Hispanic Association of Colleges and Universities; NAFSA: Association of International Educators; NASPA—Student Affairs Administrators in Higher Education; National Association for College Admission Counseling; National Association of College and University Business Officers; National Association of Independent Colleges and Universities; National Association of System Heads; National Council for Community and Education Partnerships; Thurgood Marshall College Fund; UNCF; UPCEA.

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

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

Mr. Speaker, today I am proud to rise in support of H.R. 2486, the Fostering Undergraduate Talent by Unlocking Resources for Education Act, also known as the FUTURE Act.

First, I would like to thank the gentlewoman from North Carolina (Ms.

ADAMS), my colleague, and Senators TIM SCOTT and DOUG JONES for working with me on this critical piece of legislation.

The FUTURE Act supports STEM programs for Historically Black Colleges and Universities and other minority-serving institutions, ensuring the students in our communities receive the best science, tech, engineering, and math education in the country by providing and extending these grants.

Representing the largest HBCU in the country, North Carolina A&T State University, I have seen firsthand the significant impact these STEM grants have on our HBCU students. On a personal note, as Representative ADAMS knows, and I have mentioned before, my wife is a family nurse practitioner at Wake Forest Baptist Medical Center and a two-time graduate from an HBCU.

Thanks to the FUTURE Act, 300,000 students across more than 100 HBCUs will have the opportunities that come with a STEM education. From the engineers that will build our roads and bridges, to the mathematicians who will solve complex questions of physics, to the computer scientists coding for smart electric grids, our future lies in the hands of STEM graduates.

In the rapidly changing environment of higher education, our schools and students—especially those at minority-serving institutions—need the stability and assuredness that comes with knowing that they have our full support. The House needs to pass the FUTURE Act for HBCUs and the students they serve.

Again, I thank the gentlewoman from North Carolina (Ms. ADAMS), my colleague, and Senators DOUG JONES and TIM SCOTT for working together to get this important piece of legislation across the finish line.

Mr. Speaker, I urge my colleagues to support this bipartisan, bicameral bill, and I reserve the balance of my time.

Ms. ADAMS. Mr. Speaker, I yield 3 minutes to the gentleman from Virginia (Mr. SCOTT), the chair of the Committee on Education and Labor, of which I am privileged to serve under.

Mr. SCOTT of Virginia. Mr. Speaker, I want to thank the gentlewoman from North Carolina (Ms. ADAMS) and the gentleman from North Carolina (Mr. WALKER) for their continued leadership of this bill, specifically, and with the HBCU Caucus, generally.

Mr. Speaker, I rise in support of this legislation to preserve funding for historically Black colleges and universities and other minority-serving institutions. These institutions play a critical role in expanding access to higher education for low-income students and students of color.

Collectively, they educate more than one-quarter of all graduates, nearly 6 million students, including many in our Nation's underserved communities. Typically, these underresourced schools educate first-time college attendees, many of whom hail from impoverished communities.

The funding that supports minority-serving institutions is the only program authorized in the Higher Education Act that expires if not reauthorized this year. Accordingly, if Congress fails to pass this bill by September 30, these historic institutions will suffer a \$255 million shortfall, causing lost jobs, lost opportunities, and diminished financial support for students across the country.

Members of this body often speak glowingly about the role of HBCUs and other minority-serving institutions. And today, we have an opportunity to back those words with action. The FUTURE Act, which is fully paid for, preserves vital investments in minority-serving institutions, as well as the students and communities they serve.

Mr. Speaker, I encourage all of my colleagues to support this legislation.

Mr. WALKER. Mr. Speaker, I yield 2 minutes to the gentlewoman from North Carolina (Ms. FOXX), former chair and ranking member, and a lady who has given her life to the education arena.

Ms. FOXX of North Carolina. Mr. Speaker, I thank both of my colleagues from North Carolina for their leadership on doing their best to help HBCUs.

However, Mr. Speaker, I rise today in opposition to H.R. 2486, the FUTURE Act. Under the guise of a manufactured deadline, House Democrats are rushing through a bill that will negatively impact student borrowers across the country.

I want to make one thing clear: In no way does my criticism of the underlying bill diminish my support for America's HBCUs and MSIs and the important role these institutions of higher learning play in our country.

My issue is with this bill and the process by which it is before us. We have a responsibility to diligently and responsibly allocate taxpayer dollars. Too many in this body find it way too easy to spend hard-earned taxpayer dollars without promising accountability. That is an insult to every citizen who has entrusted us with their representation. Yet, the Democrats' bill before us uses budget gimmicks to skirt House protocols.

This flawed bill also eliminates account maintenance fees, programs that serve low-income minority students through financial aid awareness and borrower assistance services. In addition to funding and policy issues, the bill has serious process issues. Our colleagues have skipped the markup process and brought it straight to the floor.

This unnecessary move to push forward a bill without the deliberation of the committee is a disservice to America's students. We have the time to deliberate this legislation with all parties at the table, but my colleagues aren't interested in sound policy, they are interested in sound bites.

Simply put, there are better ways to accomplish the policy goals of this bill and really work toward improving the future of American students.

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

AMFs are a maintenance fee given to guaranty agencies for a program that no longer originates new loans. And while some guaranty agencies may be using AMFs for financial literacy, it is important to know that these are auxiliary activities not required by HEA, and guaranty agencies do not report any information on these activities.

There is no data across agencies that show how much of the AMF, if any, is actually being used for this type of outreach or what the actual impact will be on students in your district.

If this were true when Republicans had control of the House, they would have moved a bill to permanently authorize funds to these institutions. Instead, the Republicans allowed for the expiration to happen in hopes that it would be eliminated through no action.

The MSI mandatory funding is a unique program, and it expires in less than 15 days. And this justifies immediate action. I also mentioned that these schools will lose a tremendous amount of money that they need, and I just want to remind the gentlewoman from North Carolina (Ms. FOXX) that we are talking about \$1.1 million in fiscal years 2017 and 2018 to Winston-Salem State University; that is in the Fifth District.

As we look at all of the schools that will benefit from this funding, I think we have some responsibility to help these young people—who, we said to them, You need an education—and help them move through this process that will make it easier for them to not only stay in school, but for these colleges and universities to stay open.

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

Mr. WALKER. Mr. Speaker, I yield 2 minutes to the gentleman from North Carolina (Mr. BUDD), a champion for HBCU causes since arriving in Congress 2½ years ago.

Mr. BUDD. Mr. Speaker, I thank the gentleman from North Carolina (Mr. WALKER), my friend, for yielding, and I thank him for his leadership on this very important piece of legislation. And I also thank the gentlewoman from North Carolina (Ms. ADAMS), my colleague, for her leadership on this bill.

Mr. Speaker, I rise today in strong support of the FUTURE Act. This bipartisan bill would extend mandatory funding under title 3 of the Higher Education Act to HBCUs around the country.

HBCUs play a vital role in expanding opportunity to students in North Carolina, especially in my district, where I am fortunate to represent three of them: Bennett College, North Carolina A&T, and Livingstone College.

Now, a recent report I came across found that HBCUs generate \$1.7 billion in Federal economic impact in North Carolina. This figure includes direct spending on faculty, academic programs, and by the students directly attending these institutions.

HBCUs are an engine of economic growth in our communities because they expand the economic playing field to students from every background. Our economy works best when everyone has a shot at success.

As current funding to HBCUs is set to expire on September 30, it is critical that this legislation makes it across the finish line and onto the President's desk.

□ 1730

The FUTURE Act would provide funding to more than 100 HBCUs across 19 different States. It will allow universities and their students to continue down the pathway to success. In my view, having healthy HBCUs is critical for our State's economic future.

Mr. Speaker, I thank my friends again for their leadership on this bill.

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

Mr. Speaker, I have no further speakers, but before I close, I do want to, first of all, thank both gentlemen from North Carolina, Representative WALKER and Representative BUDD, for their support of HBCUs.

Congressman WALKER is correct. He represents the largest public HBCU in the Nation, of which I had the privilege of studying at and graduating from twice, North Carolina A&T, and served that school for more than 40 years in the district.

I am watching Congressman WALKER, and I appreciate him and Representative BUDD and all the support they are giving to our HBCUs.

I taught 40 years at Bennett College in Greensboro, so HBCUs are really running through my veins.

Mr. Speaker, I will include in the RECORD letters of support submitted by 36 individual schools—IHEs, HBCUs—for the passage of this bill, and I have some other documents that I also will include in the RECORD from NAFEO, UNCF, and TMCF, and also from Harry Williams from TMCF.

Mr. Speaker, let me just say before I close, Mr. BUDD mentioned a couple of those statistics about our schools.

Our schools, HBCUs, confer 40 percent of all STEM degrees, 60 percent of all engineering degrees. We educate 50 percent of African American teachers and 40 percent of African American health professionals. We produce 70 percent of African American dentists and physicians. I could go on and on.

Yes, there is a serious economic impact of about \$15 billion—\$14.8 billion, to be specific. We are not slouching. HBCUs are doing a lot with a little. We still don't receive equitable funding, but this, certainly, will help not only the colleges and universities, the MSIs, but it is also going to help our students—first-generation students, as I was—who have the privilege of going on and getting a good education from one of our Nation's best HBCUs.

Let me say before I close, I, again, thank both gentlemen, and I ask the House to approve H.R. 2486.

Mr. Speaker, I want to rebut a couple of things.

First, as has been explained, account maintenance fees are a dwindling source of funds. They have been made obsolete now, and they are being replaced by the Direct Loan Program. The funds now represent 3.5 percent of the average guaranty agency's total revenue, which last year totaled about \$4 billion. When the opposition talks about AMFs and how important they are, we have to note that they are referring to just 3.5 percent of \$4 billion.

I would also like to say that because funds from AMFs can be used for whatever purpose they desire, on the contrary, title III, part F only can be used for specific purposes that improve institutional stability and academic programs.

We don't want to be on record saying that \$140 million that may be used to help low-income students is more important than \$255 million that must help low-income students, which comprises about 60 percent of the population at our HBCUs, TCUs, and MSIs.

The other side says that the mandatory funds should not go to institutions, but account maintenance fees are exactly that. They are funds that must be paid by the government to private institutions.

Our HBCUs account for 3 percent of all colleges and universities. We graduate 10 percent of all Black college graduates, a third of Black STEM professionals.

Our TCUs serve geographically remote areas that help close gaps in healthcare services and formal education attainment in Tribal communities. Since 1965, the Federal Government has tried to atone for this neglect by providing institutional aid to these students.

To turn our backs on these schools by letting these important mandatory funds expire, which it has already been noted will expire in about 2 weeks, is unconscionable. It is a slap in the face to many who look to these schools as their ticket to the middle class.

Mr. Speaker, I have already submitted those documents for the RECORD, but I do want to urge all of my colleagues to pass this FUTURE Act. It is about the future of our schools, the future of our students, those who need that opportunity, the opportunity that W.E.B. Du Bois spoke about when he said, "Of all the civil rights for which the world has struggled and fought for 500 years, the right to learn is undoubtedly the most fundamental."

I thank my colleagues for continuing to believe in that fundamental right for these young people to have that opportunity.

Mr. Speaker, I ask the Chamber again to support and champion our low-income, our first-generation college students by approving H.R. 2486, and I yield back the balance of my time.

Mr. WALKER. Mr. Speaker, I know Congresswoman ADAMS is yielding

back only because I am the Member who represents North Carolina A&T at this point.

Mr. Speaker, I have no more speakers, and with great big Aggie pride, I yield back the balance of my time as well.

Mr. SABLAR. Madam Speaker, I rise in support of H.R. 2486, the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act, which ensures federal funding for Minority-Serving Institutions (MSIs) across our nation, including Northern Marianas College, continues after September 30, 2019.

Enrolling two out of every three students of color, MSIs play an important role in providing access to a quality higher education and career opportunities. However, many of these schools, which serve over 25 percent of all undergraduates, have historically been underfunded which affects their ability to serve their students who primarily come from disadvantaged backgrounds. This is why Congress authorized funding for MSIs under the Higher Education Act to help students of color succeed through better access to degree programs that prepare them for in-demand jobs, academic counseling and other support services. Through this funding, Northern Marianas College established Project PROA which offers high school juniors, seniors and first-year college students free academic tutoring, college mentoring, counseling, and a center with access to computers while incorporating the indigenous Chamorro and Refaluwasch cultures. 86 percent of participants passed more than half of their classes after receiving Project PROA tutoring services.

Mandatory funding for these institutions will expire on September 30, 2019. The FUTURE Act, which I cosponsored, ensures this will not happen. Under H.R. 2486, Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribally Controlled Colleges and Universities, and Asian American and Native American Pacific Islander-Serving Institutions like Northern Marianas College will continue to receive \$255 million for the next two years. Should funding lapse, the impact would fall on students the most if schools have to make cuts to the very academic programs and services that were established to help them succeed.

I thank the gentlelady from North Carolina, Ms. ADAMS, for her leadership on this legislation and urge my colleagues to support H.R. 2486.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from North Carolina (Ms. ADAMS) that the House suspend the rules and pass the bill, H.R. 2486, 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.

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MOTION TO GO TO CONFERENCE  
ON S. 1790, NATIONAL DEFENSE  
AUTHORIZATION ACT FOR FIS-  
CAL YEAR 2020

Mr. SMITH of Washington. Mr. Speaker, I ask unanimous consent to