

covered service or to provide fixed broadband internet access service.

(3) COVERED SERVICE.—The term ‘covered service’ means service provided by a multi-channel video programming distributor, to the extent such distributor is acting as a multi-channel video programming distributor.”.

(b) EFFECTIVE DATE.—Section 642 of the Communications Act of 1934, as added by subsection (a) of this section, shall apply beginning on the date that is 6 months after the date of the enactment of this Act. The Federal Communications Commission may grant an additional 6-month extension if the Commission finds that good cause exists for such an additional extension.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Pennsylvania (Mr. MICHAEL F. DOYLE) and the gentleman from Oregon (Mr. WALDEN) each will control 20 minutes.

The Chair recognizes the gentleman from Pennsylvania.

#### GENERAL LEAVE

Mr. MICHAEL F. DOYLE of Pennsylvania. 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. 5035.

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

There was no objection.

Mr. MICHAEL F. DOYLE of Pennsylvania. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, the Television Viewer Protection Act will help ensure that millions of Americans, including nearly 1 million satellite television customers, will not lose access to broadcast television content.

It is important we get this legislation passed and to the President’s desk before the end of the year. I urge our colleagues in the Senate to take this bill up and move it through their Chamber as quickly as possible.

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

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

Mr. Speaker, I, too, rise in support of H.R. 5035, the Television Viewer Protection Act, and I commend my colleagues on the other side of the aisle for the bipartisan work we have done on this measure.

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

Mr. MICHAEL F. DOYLE of Pennsylvania. Mr. Speaker, I urge all our colleagues to support this very important bill. I thank my friend for his cooperation, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Pennsylvania (Mr. MICHAEL F. DOYLE) that the House suspend the rules and pass the bill, H.R. 5035, 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.

#### RECESS

The SPEAKER pro tempore. Pursuant to clause 12(a) of rule I, the Chair declares the House in recess for a period of less than 15 minutes.

Accordingly (at 12 o’clock and 51 minutes p.m.), the House stood in recess.

□ 1259

#### AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore (Mr. BUTTERFIELD) at 12 o’clock and 59 minutes p.m.

#### 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. 5363), to reauthorize mandatory funding programs for historically Black colleges and universities and other minority-serving institutions, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 5363

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

#### SECTION 1. SHORT TITLE; REFERENCES.

This Act may be cited as the “Fostering Undergraduate Talent by Unlocking Resources for Education Act” or the “FUTURE Act”.

#### SEC. 2. CONTINUED SUPPORT FOR 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 by striking “for each of the fiscal years 2008 through 2019,” and all that follows through the end of the subparagraph and inserting “for fiscal year 2020 and each fiscal year thereafter.”.

#### SEC. 3. SECURE DISCLOSURE OF TAX-RETURN INFORMATION TO CARRY OUT THE HIGHER EDUCATION ACT OF 1965.

(a) IN GENERAL.—Paragraph (13) of section 6103(l) of the Internal Revenue Code of 1986 is amended to read as follows:

“(13) DISCLOSURE OF RETURN INFORMATION TO CARRY OUT THE HIGHER EDUCATION ACT OF 1965.—

“(A) APPLICATIONS AND RECERTIFICATIONS FOR INCOME-CONTINGENT OR INCOME-BASED REPAYMENT.—The Secretary shall, upon written request from the Secretary of Education, disclose to any authorized person, only for the purpose of (and to the extent necessary in) determining eligibility for, or repayment obligations under, income-contingent or income-based repayment plans under title IV of the Higher Education Act of 1965 with respect to loans under part D of such title, the following return information from returns (for any taxable year specified by the Secretary of Education as relevant to such purpose) of an individual certified by the Secretary of Education as having provided approval under section 494(a)(2) of such Act (as in effect on the date of enactment of this paragraph) for such disclosure:

“(i) Taxpayer identity information.

“(ii) Filing status.

“(iii) Adjusted gross income.

“(iv) Total number of exemptions claimed, if applicable.

“(v) Number of dependents taken into account in determining the credit allowed under section 24.

“(vi) If applicable, the fact that there was no return filed.

“(B) DISCHARGE OF LOAN BASED ON TOTAL AND PERMANENT DISABILITY.—The Secretary shall, upon written request from the Secretary of Education, disclose to any authorized person, only for the purpose of (and to the extent necessary in) monitoring and reinstating loans under title IV of the Higher Education Act of 1965 that were discharged based on a total and permanent disability (within the meaning of section 437(a) of such Act), the following return information from returns (for any taxable year specified by the Secretary of Education as relevant to such purpose) of an individual certified by the Secretary of Education as having provided approval under section 494(a)(3) of such Act (as in effect on the date of enactment of this paragraph) for such disclosure:

“(i) The return information described in clauses (i), (ii), and (vi) of subparagraph (A).

“(ii) The return information described in subparagraph (C)(ii).

“(C) FEDERAL STUDENT FINANCIAL AID.—The Secretary shall, upon written request from the Secretary of Education, disclose to any authorized person, only for the purpose of (and to the extent necessary in) determining eligibility for, and amount of, Federal student financial aid under a program authorized under subpart 1 of part A, part C, or part D of title IV of the Higher Education Act of 1965 the following return information from returns (for the taxable year used for purposes of section 480(a) of such Act) of an individual certified by the Secretary of Education as having provided approval under section 494(a)(1) of such Act (as in effect on the date of enactment of this paragraph) for such disclosure:

“(i) Return information described in clauses (i) through (vi) of subparagraph (A).

“(ii) The amount of any net earnings from self-employment (as defined in section 1402(a)), wages (as defined in section 3121(a) or 3401(a)), and taxable income from a farming business (as defined in section 236A(e)(4)).

“(iii) Amount of total income tax.

“(iv) Amount of any credit allowed under section 25A.

“(v) Amount of individual retirement account distributions not included in adjusted gross income.

“(vi) Amount of individual retirement account contributions and payments to self-employed SEP, Keogh, and other qualified plans which were deducted from income.

“(vii) Amount of tax-exempt interest received.

“(viii) Amounts from retirement pensions and annuities not included in adjusted gross income.

“(ix) If applicable, the fact that any of the following schedules (or equivalent successor schedules) were filed with the return:

“(I) Schedule A.

“(II) Schedule B.

“(III) Schedule D.

“(IV) Schedule E.

“(V) Schedule F.

“(VI) Schedule H.

“(x) If applicable, the amount reported on Schedule C (or an equivalent successor schedule) as net profit or loss.

“(D) ADDITIONAL USES OF DISCLOSED INFORMATION.—

“(i) IN GENERAL.—In addition to the purposes for which information is disclosed under subparagraphs (A), (B), and (C), return information so disclosed may be used by an authorized person, with respect to income-contingent or income-based repayment plans, awards of Federal student financial aid under a program authorized under subpart 1 of part A, part C, or part D of title IV

of the Higher Education Act of 1965, and discharges of loans based on a total and permanent disability (within the meaning of section 437(a) of such Act), for purposes of—

“(I) reducing the net cost of improper payments under such plans, relating to such awards, or relating to such discharges;

“(II) oversight activities by the Office of Inspector General of the Department of Education as authorized by the Inspector General Act of 1978, and

“(III) conducting analyses and forecasts for estimating costs related to such plans, awards, or discharges.

“(ii) LIMITATION.—The purposes described in clause (i) shall not include the conduct of criminal investigations or prosecutions.

“(iii) REDISCLOSURE TO INSTITUTIONS OF HIGHER EDUCATION, STATE HIGHER EDUCATION AGENCIES, AND DESIGNATED SCHOLARSHIP ORGANIZATIONS.—Authorized persons may redisclose return information received under subparagraph (C), solely for the use in the application, award, and administration of financial aid awarded by the Federal government or awarded by a person described in subclause (I), (II), or (III), to the following persons:

“(I) An institution of higher education participating in a program under subpart 1 of part A, part C, or part D of title IV of the Higher Education Act of 1965.

“(II) A State higher education agency.

“(III) A scholarship organization which is an entity designated (prior to the date of the enactment of this clause) by the Secretary of Education under section 483(a)(3)(E) of such Act.

This clause shall only apply to the extent that the taxpayer with respect to whom the return information relates provides written consent for such redisclosure to the Secretary of Education.

“(E) AUTHORIZED PERSON.—For purposes of this paragraph, the term ‘authorized person’ means, with respect to information disclosed under subparagraph (A), (B), or (C), any person who—

“(i) is an officer, employee, or contractor, of the Department of Education, and

“(ii) is specifically authorized and designated by the Secretary of Education for purposes of such subparagraph (applied separately with respect to each such subparagraph).

“(F) JOINT RETURNS.—In the case of a joint return, any disclosure authorized under subparagraph (A), (B), or (C) with respect to an individual shall be treated for purposes of this paragraph as applying with respect to the taxpayer.”.

(b) CONFIDENTIALITY OF RETURN INFORMATION.—Section 6103(a)(3) of such Code is amended by inserting “, (13)” after “(12)”.

(c) CONFORMING AMENDMENTS.—

(1) Section 6103(p)(3)(A) of such Code is amended by striking “(13)”.

(2) Section 6103(p)(4) of such Code is amended by inserting “, (13)” after after “(1)(10)” each place it appears.

(d) EFFECTIVE DATE.—The amendments made by this section shall apply to disclosures after the date of the enactment of this Act.

(e) REQUIREMENT TO DESIGNATE THE INSPECTOR GENERAL OF THE DEPARTMENT OF EDUCATION AS AN AUTHORIZED PERSON.—The Secretary of Education shall authorize and designate the Inspector General of the Department of Education as an authorized person under subparagraph (E)(ii) of section 6103(l)(13) of the Internal Revenue Code of 1986 for purposes of subparagraphs (A), (B), and (C) of such section.

(f) REPORT TO TREASURY.—The Secretary of Education shall annually submit a written report to the Secretary of the Treasury—

(1) regarding redisclosures of return information under subparagraph (D)(iii) of section 6103(l)(13) of the Internal Revenue Code of 1986, including the number of such redisclosures, and

(2) regarding any unauthorized use, access, or disclosure of return information disclosed under such section.

(g) REPORT TO CONGRESS.—The Secretary of the Treasury (or the Secretary’s designee) shall annually submit a written report to Congress regarding disclosures under section 6103(l)(13) of the Internal Revenue Code of 1986, including information provided to the Secretary under subsection (f).

#### SEC. 4. AUTOMATIC RECERTIFICATION OF INCOME.

(a) INCOME-CONTINGENT REPAYMENT.—

(1) IN GENERAL.—Section 455(e) of the Higher Education Act of 1965 (20 U.S.C. 1087e(e)) is amended by adding at the end the following:

“(8) AUTOMATIC RECERTIFICATION.—

“(A) IN GENERAL.—The Secretary shall establish and implement, with respect to any borrower described in subparagraph (B), procedures to—

“(i) use return information disclosed under section 6103(l)(13) of the Internal Revenue Code of 1986, pursuant to approval provided under section 494, to determine the repayment obligation of the borrower without further action by the borrower;

“(ii) allow the borrower (or the spouse of the borrower), at any time, to opt out of disclosure under such section 6103(l)(13) and instead provide such information as the Secretary may require to determine the repayment obligation of the borrower (or withdraw from the repayment plan under this subsection); and

“(iii) provide the borrower with an opportunity to update the return information so disclosed before the determination of the repayment obligation of the borrower.

“(B) APPLICABILITY.—Subparagraph (A) shall apply to each borrower of a loan made under this part who, on or after the date on which the Secretary establishes procedures under such subparagraph—

“(i) selects, or is required to repay such loan pursuant to, an income-contingent repayment plan; or

“(ii) recertifies income or family size under such plan.”.

(2) CONFORMING AMENDMENT.—Section 455(e)(6) of the Higher Education Act of 1965 (20 U.S.C. 1087e(e)(6)) is amended—

(A) by striking “including notification of such borrower” and all that follows through “that if a borrower” and inserting “including notification of such borrower, that if a borrower”; and

(B) by striking “as determined using the information described in subparagraph (A), or the alternative documentation described in paragraph (3)”.

(b) INCOME-BASED REPAYMENT.—Section 493C(c) of the Higher Education Act of 1965 (20 U.S.C. 1098e(c)) is amended—

(1) by striking “The Secretary shall establish” and inserting the following:

“(1) IN GENERAL.—The Secretary shall establish”; and

(2) by striking “The Secretary shall consider” and inserting the following:

“(2) PROCEDURES FOR ELIGIBILITY.—The Secretary shall—

“(A) consider”; and

(3) by striking “428C(b)(1)(E).” and inserting the following: “428C(b)(1)(E); and

“(B) carry out, with respect to borrowers of any loan made under part D (other than an excepted PLUS loan or excepted consolidation loan), procedures for income-based repayment plans that are equivalent to the procedures carried out under section 455(e)(8) with respect to income-contingent repayment plans.”.

#### SEC. 5. AUTOMATIC INCOME MONITORING PROCEDURES AFTER A TOTAL AND PERMANENT DISABILITY DISCHARGE.

Section 437(a) of the Higher Education Act of 1965 (20 U.S.C. 1087(a)) is amended by adding at the end the following:

“(3) AUTOMATIC INCOME MONITORING.—

“(A) IN GENERAL.—The Secretary shall establish and implement, with respect to any borrower described in subparagraph (B), procedures to—

“(i) use return information disclosed under section 6103(l)(13) of the Internal Revenue Code of 1986, pursuant to approval provided under section 494, to determine the borrower’s continued eligibility for the loan discharge described in subparagraph (B);

“(ii) allow the borrower, at any time, to opt out of disclosure under such section 6103(l)(13) and instead provide such information as the Secretary may require to determine the borrower’s continued eligibility for such loan discharge; and

“(iii) provide the borrower with an opportunity to update the return information so disclosed before determination of such borrower’s continued eligibility for such loan discharge.

“(B) APPLICABILITY.—Subparagraph (A) shall apply—

“(i) to each borrower of a loan that is discharged due to the total and permanent disability (within the meaning of this subsection) of the borrower; and

“(ii) during the period beginning on the date on which such loan is so discharged and ending on the first day on which such loan may no longer be reinstated.”.

#### SEC. 6. PROCEDURE AND REQUIREMENTS FOR REQUESTING TAX RETURN INFORMATION FROM THE INTERNAL REVENUE SERVICE.

(a) IN GENERAL.—Part G of title IV of the Higher Education Act of 1965 (20 U.S.C. 1088 et seq.) is amended by adding at the end the following:

#### SEC. 494. PROCEDURE AND REQUIREMENTS FOR REQUESTING TAX RETURN INFORMATION FROM THE INTERNAL REVENUE SERVICE.

“(a) NOTIFICATION AND APPROVAL REQUIREMENTS.—

“(1) FEDERAL STUDENT FINANCIAL AID.—In the case of any written or electronic application under section 483 by an individual for Federal student financial aid under a program authorized under subpart 1 of part A, part C, or part D, the Secretary, with respect to such individual and any parent or spouse whose financial information is required to be provided on such application, shall—

“(A) notify such individuals that—

“(i) if such individuals provide approval under subparagraph (B), the Secretary will have the authority to request that the Secretary of the Treasury disclose return information of such individuals to authorized persons (as defined in section 6103(l)(13) of the Internal Revenue Code of 1986) for the relevant purposes described in such section; and

“(ii) the failure to provide such approval for such disclosure will result in the Secretary being unable to calculate eligibility for such aid to such individual; and

“(B) require, as a condition of eligibility for such aid, that such individuals affirmatively approve the disclosure described in subparagraph (A)(i).

“(2) INCOME-CONTINGENT AND INCOME-BASED REPAYMENT.—

“(A) NEW APPLICANTS.—In the case of any written or electronic application by an individual for an income-contingent or income-based repayment plan for a loan under part D, the Secretary, with respect to such individual and any spouse of such individual, shall—

“(i) provide to such individuals the notification described in paragraph (1)(A)(i);

“(ii) require, as a condition of eligibility for such repayment plan, that such individual—

“(I) affirmatively approve the disclosure described in paragraph (1)(A)(i) and agree that such approval shall serve as an ongoing approval of such disclosure until the date on which the individual elects to opt out of such disclosure under section 455(e)(8) or the equivalent procedures established under section 493C(c)(2)(B), as applicable; or

“(II) provide such information as the Secretary may require to confirm the eligibility of such individual for such repayment plan.

“(B) RECERTIFICATIONS.—With respect to the first written or electronic recertification (after the date of the enactment of the FUTURE Act) of an individual's income or family size for purposes of an income-contingent or income-based repayment plan (entered into before the date of the enactment of the FUTURE Act) for a loan under part D, the Secretary, with respect to such individual and any spouse of such individual, shall meet the requirements of clauses (i) and (ii) of subparagraph (A) with respect to such recertification.

“(3) TOTAL AND PERMANENT DISABILITY.—In the case of any written or electronic application by an individual for a discharge of a loan under this title based on total and permanent disability (within the meaning of section 437(a)) that requires income monitoring, the Secretary shall—

“(A) provide to such individual the notification described in paragraph (1)(A)(i); and

“(B) require, as a condition of eligibility for such discharge, that such individual—

“(i) affirmatively approve the disclosure described in paragraph (1)(A)(i) and agree that such approval shall serve as an ongoing approval of such disclosure until the earlier of—

“(I) the date on which the individual elects to opt out of such disclosure under section 437(a)(3)(A); or

“(II) the first day on which such loan may no longer be reinstated; or

“(ii) provide such information as the Secretary may require to confirm the eligibility of such individual for such discharge.

“(b) LIMIT ON AUTHORITY.—The Secretary shall only have authority to request that the Secretary of the Treasury disclose return information under section 6103(l)(13) of the Internal Revenue Code of 1986 with respect to an individual if the Secretary of Education has obtained approval under subsection (a) for such disclosure.”.

(b) CONFORMING AMENDMENT.—Section 484(q) of the Higher Education Act of 1965 (20 U.S.C. 1091(q)) is repealed.

#### SEC. 7. INCREASED FUNDING FOR FEDERAL PELL GRANTS.

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

(1) in subclause (X), by striking “\$1,430,000,000” and inserting “\$1,455,000,000”; and

(2) in subclause (XI), by striking “\$1,455,000,000” and inserting “\$1,170,000,000”.

#### SEC. 8. REPORTS ON IMPLEMENTATION.

(a) IN GENERAL.—Not later than each specified date, the Secretary of Education and the Secretary of the Treasury shall issue joint reports to the Committees on Health, Education, Labor, and Pensions and Finance of the Senate and the Committees on Education and Labor and Ways and Means of the House of Representatives regarding the amendments made by this Act. Each such report shall include, as applicable—

(1) an update on the status of implementation of the amendments made by this Act;

(2) an evaluation of how such implementation had affected the processing of applica-

tions for Federal student financial aid, applications for income-based repayment and income-contingent repayment, and applications for discharge of loans under title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.) based on total and permanent disability; and

(3) implementation issues and suggestions for potential improvements.

(b) SPECIFIED DATE.—For purposes of subsection (a), the term “specified date” means—

(1) the date that is 90 days after the date of the enactment of this Act;

(2) the date that is 120 days after the first day that the disclosure process established under section 6103(l)(13) of the Internal Revenue Code of 1986, as amended by section 3(a) of this Act, is operational and accessible to officers, employees, and contractors of the Department of Education (as specifically authorized and designated by the Secretary of Education); and

(3) the date that is 1 year after the report date described in paragraph (2).

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from North Carolina (Ms. ADAMS) and the gentleman from South Dakota (Mr. JOHNSON) 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 may have 5 legislative days in which to revise and extend their remarks and insert extraneous material on H.R. 5363, the Fostering Undergraduate Talent by Unlocking Resources for Education, or FUTURE Act.

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 to support H.R. 5363, the Fostering Undergraduate Talent by Unlocking Resources for Education, or the FUTURE Act. We can also simply call it FUTURE Act 2.0.

Mr. Speaker, 3 months ago, on September 17, the House of Representatives unanimously passed the first version of the FUTURE Act, H.R. 2486, which would have reauthorized title III, part F of the Higher Education Act for the next 2 years. We acted on that day because this important program, which prepares the 8 million students at our Nation's minority-serving institutions for careers in STEM, expired on September 30.

Unfortunately, inaction on the part of the Senate left us in a situation where colleges and universities have already had to begin laying off staff, and smaller schools have planned to cut back programmatic offerings to stay afloat.

Fortunately, Congress has shown that we can actually come together and work in a bipartisan, bicameral fashion to make the lives of our citizens better. The agreement reached in H.R. 5363 will not only reauthorize 25 million in mandatory funding for historically Black colleges and universities and all MSIs for 2 years, it will reauthorize this funding permanently.

A permanent reauthorization means that for the rest of time, long after we are all gone, Mr. Speaker, diverse college students can count on a robust investment from their Federal Government. And it was all done because we, as Members, were able to put aside partisanship, come together for the common cause of ensuring a bright and prosperous future for millions of low-income, first-generation college students of color.

Mr. Speaker, the FUTURE Act 2.0 is, once again, responsible legislation that is completely paid for. There are a number of people to thank for getting this bill to the floor today, but I want to particularly recognize the leadership of Chairman NEAL of the Committee on Ways and Means and Representative DELBENE for her partnership. Because of these collaborative efforts, the House today can once again address the number one priority of our minority-serving institutions, which educate nearly 30 percent of all undergraduate students in America.

Mr. Speaker, I include in the RECORD a letter from the American Council on Education and 42 other national organizations in support of the FUTURE Act's passage today by the House.

AMERICAN COUNCIL ON EDUCATION,  
Washington, DC, December 10, 2019.

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

Representative KEVIN McCARTHY,  
Minority Leader, House of Representatives,  
Washington, DC.

DEAR SPEAKER PELOSI AND MINORITY LEADER McCARTHY: On behalf of the organizations listed below, we write to express our strong support for H.R. 5363, the FUTURE Act. This legislation is fully offset and offers practical solutions to critical issues facing students and institutions. H.R. 5363 has strong bipartisan support, which is reflected in the fact that previous iterations of this bill passed the House under suspension in September, and an amended version passed the Senate under unanimous consent last week.

This legislation addresses several important issues. First, it would restore, and make permanent, critical mandatory funding for Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges and Universities and other Minority-Serving Institutions that had expired at the end of September, allowing those institutions to strengthen STEM education programs and build institutional capacity to better serve students. It is vital that this funding be restored immediately as campuses are already making decisions regarding staffing, facilities and programming, which are directly influenced by the availability of this support.

Beyond the benefits to historically under-resourced institutions, the FUTURE Act would make significant improvements to the federal student aid system, by simplifying and streamlining the processes for applying for student aid and repaying student loans. This will dramatically simplify the Free Application for Federal Student Aid (FAFSA) and make it far easier for low- and middle-income families to apply for and receive federal student aid. In addition, the changes proposed in the legislation will also make the process of paying for college significantly easier for students and their families. This bill would also strengthen the accuracy and effectiveness of the administration of these programs.

Finally, the bill includes additional funding for the Federal Pell Grant program, which is the cornerstone of federal student aid. These grants enable millions of low-income students to access and afford college, and we appreciate the inclusion of additional support for this valuable program.

For all of these reasons, we urge you, and the Members you represent, to support this legislation when it comes to the floor for a vote today. We appreciate your attention to this important legislation and look forward to working with you to ensure passage into law of the FUTURE Act.

Sincerely,

TED MITCHELL,  
President.

On behalf of:

Achieving the Dream, Inc.; ACPA-College Student Educators International; 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; Association of American Universities; Association of American Colleges and Universities; Association of Catholic Colleges and Universities; Association of Governing Boards of Universities and Colleges.

Association of Jesuit Colleges and Universities; Association of Public and Land-grant 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 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 for Equal Opportunity in Higher Education; National Association of College and University Business Officers; National Association of Colleges and Employers; National Association of Independent Colleges and Universities; National Association of Student Financial Aid Administrators; National Council for Community and Education Partnerships; Phi Beta Kappa Society; The College Board; TMCF; UNCF; UPCEA.

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

Mr. JOHNSON of South Dakota. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, we live in a highly divided time, of course, high levels of polarization, but I would submit, Mr. Speaker, that one thing that every Member of this esteemed body can agree upon is they want people to be able to work their way out of poverty, that that pathway out of poverty is a critically important part of the American story.

And one thing that I know deep in my heart, and I know that my colleague, Congresswoman ADAMS, agrees, and that is that education is a powerful tool. Education and hard work creates opportunity for people to be able to build better lives, and that is why we gather here today: the FUTURE Act, Fostering Undergraduate Talent by

Unlocking Resources for Education Act.

Now, Congress has long recognized the importance of historically Black colleges and Tribal colleges, of which there are a number in South Dakota, and we will hear more about them in a bit, and there are other minority-serving institutions. They play a critically important role in building that pathway out of poverty that we have been talking about.

We also know what a large role STEM—science, technology, engineering and math—is playing in our country today, and we know that it will play an even larger role in the future. And so what this bill does, what the FUTURE Act does, is make sure that the Congressional commitment to that STEM education continues for a decade.

Mr. Speaker, \$255 million a year has gone to historically Black institutions, Tribal colleges, and other minority-serving institutions. It has unlocked great potential and great opportunity. We do know that these institutions work. We know that they are worth investing in. We know that graduates of those minority-serving institutions earn more and have more successful careers than people who do not graduate from those institutions.

And, in fact, we know that for many of the institutions, their outcomes for their students are better than the outcomes for students who graduate from non-minority-serving institutions. This is a powerful story, and it is worth investing in.

We talked about that for a decade this program has been in place and it has been working. The 10-year authorization lapsed earlier this year—September 30, 2019. We have an opportunity here today for this Chamber to reinvest in what works and to get our work done on, at least, close to on time.

So, Mr. Speaker, I have other comments to make, particularly about Tribal colleges, but at this point, I reserve the balance of my time.

Ms. ADAMS. Mr. Speaker, I yield 2 minutes to the gentlewoman from Washington (Ms. DELBENE).

Ms. DELBENE. Mr. Speaker, I thank Congresswoman ADAMS for her incredible work on this legislation.

Yesterday, I reintroduced an updated version of the Faster Access to Federal Student Aid Act, also known as the FAFSA Act.

My bill, through better integration with the Department of Education and the IRS, would simplify the application, verification, and student loan repayment process. My bill also provides a more secure way for taxpayer data to be shared between the IRS and the Department of Education for the purposes of verifying income for applicants requesting or renewing eligibility for income-driven loan repayment plans.

My home State of Washington ranged 48 in FAFSA application completion among high school seniors last year,

leaving millions of dollars in grants to attend college on the table. With the ever-rising cost of education, that is unacceptable. Each year, roughly 19 percent of borrowers in income-driven repayment fail to recertify their income on time, resulting in payment spikes and interest capitalization for approximately 1.3 million borrowers.

This important legislation is the first step in reducing the burdensome verification process for students and parents filing for aid, addressing a difficult challenge many students face accessing and affording higher education.

I am honored to be working with my colleagues in the Senate, Chairman ALEXANDER and Ranking Member MURRAY, to simplify and streamline the FAFSA application process and increase access to higher education for students across the country. This bipartisan approach to FAFSA simplification has been a long time coming.

I am pleased we were able to get the entirety of my bill included in the FUTURE Act, which I urge my colleagues to support today. In these challenging times, this kind of bipartisan solution is something that we can all support.

Mr. JOHNSON of South Dakota. Mr. Speaker, for 22 years, Texas has been ably represented by Congressman KEVIN BRADY, who has done a fantastic job serving Texas in this country. But I do have to brag, he is still a favored son of his native State of South Dakota, where Rapid City and Vermillion remember him well.

Mr. Speaker, I yield such time as he may consume to the gentleman from Texas (Mr. BRADY).

Mr. BRADY. Mr. Speaker, I thank Congressman JOHNSON for yielding me time, and I thank him for his leadership for that great State.

Mr. Speaker, I rise in opposition—to be clear—not to the underlying bill. I strongly support the education provision; the one that would strengthen historically Black colleges and universities and other minority-serving institutions. In fact, that provision has passed this House with, I believe, unanimous support. But I do rise in opposition to the dangerous precedent set by the tax provision included in this bill. I don't believe taxpayer rights should be trampled in this process.

The Senate, as you know, airdropped an unrelated \$2.5 billion provision that threatens taxpayer privacy and creates a dangerous opportunity to potentially misuse our private tax information. The bill, for the first time, now authorizes new large-scale sharing of previously protected taxpayer information. With hundreds of contractors, thousands of educational institutions, and other bureaucrats, in many cases, without taxpayer consent and, potentially, without the safeguards that protect it.

The scale we are talking about here is huge. We are talking about at least 31 million individual disclosures of taxpayer information every year and hundreds of thousands a year after that.

This would be the third largest disclosure of taxpayer information for non-tax purposes in the history, second only to the Census and the Affordable Care Act.

It doesn't have to be this way. We have another option that pays for this bill but protects taxpayer information.

And why is that privacy so important? The IRS has more information about you than almost any other agency in the Federal Government. They know how many kids you have, how much money you make, whether you have a home office, you bought a hybrid car. They know how much money you donate; they know your marital status. That kind of information is valuable. Almost every Federal agency would like access to it.

More importantly, a lot of bad actors would like to have access to it. And out of this bill, these bad actors could have access for many years after you go to school. We know Watergate the hearings revealed a White House attorney who had tried to use IRS information to target political enemies. And administrations have tried to do this for farmers, unsuccessfully.

Congress recognized this vast amount of private information could be abused, and we acted to protect it. Those protections ensure taxpayer information is kept confidential unless it meets certain exemptions.

Over the years, we have added exemptions and we have deleted them, but every time Congress has carefully considered the cost and the consequences of those actions. But this bill's amendment is being rushed through the House without that appropriate care or consideration.

Today, when you file a form for a loan or a repayment or all that, you fill out that information, or you download the taxpayer information. That will be blocked. No more can you do that. So in the future, these millions of records will be out in the nether lands for years after you graduate from college. And as you know, once your data is out there—the horse is out of the barn—you can never get it back.

Mr. Speaker, so I rise today in opposition to this bill, basically to ask, "let's pause." Let's pause this play, which we all support, replace this privacy risk with another pay-for we can all agree on while more work is done in this measure.

Ms. ADAMS. Mr. Speaker, I yield 2 minutes to the gentlewoman from Washington (Ms. DELBENE).

Ms. DELBENE. Mr. Speaker, I think this bill is all about making sure that we support consumer privacy and that we do it in a streamlined way. So the legislation in this bill would actually make this more secure for consumers.

And, again, I reiterate, the underlying legislation, the FAFSA Act, was passed out by the Republican majority and the Senate Finance Committee almost a year ago, and then passed the Senate by unanimous consent shortly after. So it is a truly bipartisan effort.

Currently, each year when verifying their income for an income-based repayment plan, students have to manually go into their FAFSA account and submit their IRS documents. They are submitting those documents. The FAFSA Act would create a more secure way for folks to have their IRS information be sent to the Department of Education for verification by having their data go directly. That is a more secure and streamlined process.

That streamlined process means that 8 to 9 million applicants who are currently unable to access their IRS data for their FAFSA applications for verification, that means this process will be automated and they would be able to move forward with going to school and receiving the support that they need.

□ 1315

So, I strongly disagree with the concerns the gentleman raised. This is strengthening security, strengthening privacy.

Also, students and parent borrowers always have the opportunity to opt out of that transfer. They consent to it originally. They can opt out of that transfer, if they so wish, later on.

Mr. Speaker, I strongly urge folks to support this bill, which strengthens privacy and supports streamlining for parents and students.

Mr. JOHNSON of South Dakota. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, Chief Sitting Bull said: "Let us put our minds together and see what life we can make for our children."

Now, Chief Sitting Bull has cast a long shadow in South Dakota and that general geographic area. His words are as true today as they were when he uttered them. And he is the namesake for one of the impressive, successful, hard-working Tribal colleges in South Dakota.

They are collectively serving and improving the lives of thousands of, largely, Native students, although, some White students as well. And the outcomes are fantastic. They really are changing lives. They work every single day, often in difficult geographic environments, often in difficult financial environments, to help students who are so often first-generation students take those important educational steps to find that pathway toward a more successful life.

This is worth investing in. I have been to these colleges. Over my 20 years in and out of the public sector, I have been to Oglala Lakota College, and I have been to Sitting Bull College and Sinte Gleska and Sisseton Wahpeton.

The names of these presidents—Vermillion, Azure, Bordeaux, and Shortbull—these are legends in the educational arena. Those leaders and their staffs are using these dollars to deploy this STEM education in a way that really works.

And we all know, Mr. Speaker, how important STEM education is. I suspect we all understand that 15 of the 20 fastest growing careers are in the STEM fields. They require advanced study in science, in mathematics. We understand that job growth over the course of the next 10 years in these STEM fields will be 100 percent higher than job growth in other fields.

Now, that is not in any way an attempt to minimize the importance of other types of education, of course; but, if we want to have students at historically Black colleges and Tribal universities and other minority-serving institutions be prepared to be a key part of this growing American economy, the FUTURE Act and the STEM education that it supports is critically important.

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

Ms. ADAMS. Mr. Speaker, I thank the gentleman for his comments, and I will add my testimony to that, a 40-year college professor at Bennett College in Greensboro, North Carolina, an HBCU, a fine HBCU, a women's college; and having done my studies at North Carolina A&T State University twice—my bachelor's and master's there—and knowing that North Carolina has more HBCUs than any other State, we are proud of that.

Having said that, Mr. Speaker, I yield 2 minutes to the gentlewoman from Oregon (Ms. BONAMICI), who is also a member of the Education and Labor Committee and chair of the Subcommittee on Civil Rights and Human Services.

Ms. BONAMICI. Mr. Speaker, I rise today in support of H.R. 5363, the FUTURE Act.

This bill will provide critical support to our Nation's minority-serving institutions by permanently reauthorizing mandatory funding for historically Black colleges and universities, Tribally controlled colleges and universities, and other minority-serving institutions. These schools serve an important role in expanding opportunities for African American students and historically unrepresented student populations.

Congress must do all we can to make sure these institutions have the resources they need to support their students, and I thank Representative ADAMS for her tireless leadership on this issue.

In addition to the critical support for the historically Black colleges and universities and minority-serving institutions, this bill will also allow for the secure—and I repeat, secure—direct transfer of taxpayer data from the IRS to the Department of Education to enroll and reenroll borrowers in income-driven repayment plans. This change will make a real difference for borrowers.

We know that borrowers with small loan balances are more likely to default than borrowers with six-figure debts. Those who owe less than \$10,000

are most likely to default, are less likely to have completed their degrees, and are often burdened by low incomes or unemployment.

I have heard from many borrowers in northwest Oregon who describe loan repayment as anxiety-inducing, daunting, and overwhelming; and I have heard from several constituents who faced financial consequences for missing the deadline to annually recertify their income for income-driven repayment plans.

This change will protect many borrowers from default by getting and keeping them in manageable, income-driven repayment plans. This bill will also remove burdensome paper requirements for borrowers who are totally and permanently disabled.

This has been a longtime priority of mine through the bipartisan SIMPLE Act, and I applaud my colleague, Representative DELBENE, for her leadership on the language included in the bill before us today.

Finally, I am pleased that this bill includes a much-needed increase in Pell grant funding.

Mr. Speaker, I urge all of my colleagues to support this critical legislation when it comes to the floor, as we continue our work to make college more affordable and equitable for everyone.

Mr. JOHNSON of South Dakota. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, in August, I was at Sitting Bull College, and I had an opportunity, over the course of half a day or so, to speak with the instructors, the professors, the administrators, and, most importantly, the students there. The stories of these students brought such a smile to my face.

If anybody is having a bad day, you have got to go to one of these Tribal colleges. You have got to hear from the students who are seeing the prospects for a better tomorrow improve every single day they sit in the classroom; to see these facilities, which are not the fanciest campuses in America, but are places where people with large hearts and with limited resources have built a center of learning and economic opportunity.

One student had had a very difficult life, and I asked her: So why do you persevere? Why are you here? Why are you doing homework late into the night so you can be prepared for class? Wouldn't it be easier to go do something else?

She said: Congressman JOHNSON, the life I have had isn't the life that I want to have. My children deserve better, and, sir, I am going to give it to them.

Hard work alone can only do so much. Hard work, when paired with education, can unlock the universe. This is happening in our country, and it is worth investing in.

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

Ms. ADAMS. Mr. Speaker, may I inquire how much time remains on either side.

The SPEAKER pro tempore. The gentlewoman from North Carolina has 11 minutes remaining. The gentleman from South Dakota has 9 minutes remaining.

Ms. ADAMS. Mr. Speaker, I yield 4 minutes to the gentleman from Virginia (Mr. SCOTT), the capable chair of the Committee on Education and Labor.

Mr. SCOTT of Virginia. Mr. Speaker, I thank the gentlewoman for her leadership in bringing this bill to the floor, and I want to thank all of my House and Senate colleagues who have worked diligently on this legislation.

Historically Black colleges and universities, Tribally controlled colleges and universities, and other minority-serving institutions play a significant role in expanding access to higher education for low-income students and students of color.

Collectively, they educate more than one-fourth of all undergraduates—nearly 6 million students—including many first-time college students and students from our Nation's most underserved communities.

Historically Black colleges and universities specifically make up less than 3 percent of colleges and universities, yet they produce almost 20 percent of all Black graduates, half of all Black professionals, and over a third of all Black STEM graduates.

Unfortunately, despite their outsized role in serving our Nation's most underserved students, HBCUs and MSIs have historically been underresourced compared to other institutions of higher education.

That is why, 3 months ago, the House unanimously passed the FUTURE Act, a proposal to provide vital funding for HBCUs and other MSIs. Regrettably, that funding had expired on September 30. This bill will restore that funding.

In fact, after careful negotiation and compromise, this bill we are voting on today does not just restore the guarantee of more than \$250 million a year for HBCUs and MSIs; it permanently authorizes that funding. It also facilitates stronger cooperation between the IRS and the Department of Education to simplify the Free Application for Federal Student Aid, or FAFSA, to make it easier for students to access student aid and repay their loans.

I want to note that, as mentioned, the FUTURE Act streamlines the income-driven repayment process for millions of Direct Loan borrowers.

For the 12.4 million borrowers with a Federal Family Education Loan, the loan from our old program that is winding down, this bill does not disturb the Treasury's authority to continue operating the data retrieval tool. This tool allows borrowers, including FFEL borrowers, to retrieve their own tax information for the purposes of certifying their income for an income-driven repayment plan.

Many FFEL borrowers are currently enrolled in income-driven repayment plans and rely on this existing tool

made available by the Internal Revenue Service and the Department of Education. This legislation does not eliminate the authority for the data retrieval tool, and, indeed, we urge the Secretaries of Treasury and Education to maintain that tool to ensure that all FFEL borrowers, especially those whose loans are owned by the Department of Education, have streamlined access to manageable monthly payments.

Before I close, I would like to give special thanks to Chairman NEAL of the Ways and Means Committee for his dedication and hard work in negotiating to bring this bill to the floor. Thanks to his leadership, we are voting on a bill today that will expand access to both institutions of higher learning and student aid for generations to come.

Mr. Speaker, I urge my colleagues to support the FUTURE Act.

Mr. JOHNSON of South Dakota. Mr. Speaker, just a short note about Congresswoman ADAMS.

I have the honor of serving with her on both the Education and Labor Committee as well as the Agriculture Committee, and, every time we have a committee hearing, I get an opportunity to see her hard work, her respect, her conscientiousness, her approach toward making this institution be the best that it can be. She has done yeoman's work in getting us to this point.

I would advise the Congresswoman as well as the Speaker that I have no further speakers and that I am prepared to close at the appropriate time, sir.

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

Ms. ADAMS. Mr. Speaker, I thank the gentleman for his kind remarks, and it is a real pleasure serving with him and working with him on this particular issue.

Mr. Speaker, I yield 3 minutes to the gentleman from Texas (Mr. DOGGETT).

Mr. DOGGETT. Mr. Speaker, today's bill, which I am pleased to cosponsor, accomplishes much good. While providing critical support for minority-serving institutions like Huston-Tillotson in Austin, it includes provisions from the bipartisan Student Aid Simplification Act, which I introduced earlier this year. It will assist students in all universities, and it is also mighty important to graduates repaying student debt.

I salute the chairman, Mr. SCOTT, for the work of his committee; College Forward and National College Access Network, who have worked with me on this for months; and, certainly, Senators MURRAY and ALEXANDER for moving this through the Senate.

Too many students find the current Free Application for Federal Student Aid, FAFSA, so complicated and the difficulty of getting all of the financial information required so demanding that they never complete the application. In fact, I was in San Antonio this past weekend. The completion rate there is a mere 35 percent. So \$2.6 billion in free money available for student

financial assistance goes unclaimed each year.

This bill will eliminate up to 22 FAFSA questions and require the Department of Education and IRS to work together and do some of the heavy lifting for the students by sharing the taxpayer information required for FAFSA completion. This means an increase in access to Pell grants and other educational opportunities, especially for first-time students whose parents may work multiple jobs.

And the provisions included from the bill that we introduced earlier this year will also eliminate problems that about 7 million students who graduated have faced in the annual recertification process for income-driven loans.

□ 1330

These are folks who may owe a lot, but they don't earn a lot. They include many teachers who have been kicked out of the Public Service Loan Forgiveness program for not recertifying each year. We eliminate that. These borrowers will now be protected from payment spikes.

We do all this through administrative simplification, through greater accuracy, so the bill actually raises the \$2.8 billion that we need for our minority-serving institutions.

When more students can access all the education that they are willing to work for, the students win, their families win, and our economy wins. Investing in our students is one of the best investments we can make, and investing in our minority-serving institutions means that opportunity is available for all.

Mr. JOHNSON of South Dakota. Mr. Speaker, I reserve the balance of my time.

Ms. ADAMS. Mr. Speaker, I yield 2 minutes to the gentleman from Texas (Mr. CASTRO).

Mr. CASTRO of Texas. Mr. Speaker, I rise today in support of H.R. 5363, the FUTURE Act.

I thank all the Members of Congress, the Members of the Senate, the educational institutions, and the advocates who helped shepherd this legislation.

Under the FUTURE Act, MSIs will permanently receive the \$255 million they need for the next 10 years. Without this funding, schools would miss out on funding for STEM programs, academic counseling, and financial support for students in need.

This funding can be the difference between millions of students being able to afford college or attend college at all. This funding provides many students of color with the only opportunity they have ever had to enter fields where they are so often sorely underrepresented.

We must support these critical efforts by MSIs to help students complete their college degrees and diversify STEM careers.

Today, many students continue to leave STEM fields while in college, es-

pecially minority students. About 37 percent of Latino STEM students and 40 percent of Black STEM students will switch majors during college, compared to 29 percent of White STEM students. About 20 percent of Latino students and 26 percent of Black students will drop out before completing their STEM degrees.

By providing schools with a means to support their students, we can prevent these trends from continuing and help diversify all fields of study. It will help dismantle the lingering discrimination found in some career fields that these folks want to pursue.

When we diversify, we develop different perspectives, gather better talent, and become more competitive globally, and I urge my colleagues to support this piece of legislation.

Mr. JOHNSON of South Dakota. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, this bill does three important things.

First, it invests in these historically Black colleges, Tribal colleges, and other minority-serving institutions we have been talking about, and the value proposition for those is clear. It is a great American success story.

The second important thing that the FUTURE Act does is invest in STEM education. We have talked a fair amount today about what an important and powerful engine that can be for economic growth within this country.

We have also talked a fair amount today about the third component of this bill, which is streamlining and modernizing this complicated Federal student aid system that costs American taxpayers real money. That streamlining will help.

Mr. Speaker, with that three-pronged value proposition, we have before us the FUTURE Act, which will continue this wonderful American investment in STEM education at these minority-serving institutions. I ask my colleagues to support the FUTURE Act.

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

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

Mr. Speaker, I thank the gentleman from South Dakota (Mr. JOHNSON) for all of his work and his support. Let me again thank all of my colleagues who have helped to bring us to the precipice of solidifying a robust Federal investment into HBCUs and MSIs for all time. I thank Chairman NEAL and Representative DELBENE, as well as Chairman BOBBY SCOTT for his leadership every step of the way in this effort. I thank the chair of the Congressional Black Caucus, Congresswoman KAREN BASS, and the chairs of the Congressional Hispanic Caucus and the Congressional Asian Pacific American Caucus, Congressman JOAQUIN CASTRO and Congresswoman JUDY CHU. I thank the leadership of the House for making HBCUs and MSIs and the students they serve a priority for this body.

It is telling how important this issue is for the fate of our Nation that we are considering this measure in the midst of all that Congress has to do before the end of the year.

To the advocates, the United Negro College Fund, the Thurgood Marshall College Fund, and NAFEO, whose members have sent over 65,000 letters and made calls to Members of Congress, I hope we can let them know that while they have worked hard, their hard work has paid off.

Mr. Speaker, 8 million students from across America are counting on us today. They are counting on Congress to keep its promise.

In 2008, when mandatory funding language was first authorized in title III, this body approved the measure by a vote of 354-to-58. Congress in 2008 understood the importance of our HBCUs and MSIs and the educational opportunities that they specifically tailor to students who have traditionally been denied access to adequately funded schools throughout their lives. Congress understood how the program was needed to help these institutions fulfill their mission to assist students in meeting their goals. That fact remains true now more than ever.

Let's have a strong vote to pass FUTURE Act 2.0 out of this House today. Bring it to the Senate and send it to the President's desk so that our HBCUs and MSIs and their students can finally have certainty from their government and know that when Congress makes a promise to provide for their future, we mean what we say.

Mr. Speaker, I urge my colleagues to support the legislation, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from North Carolina (Ms. ADAMS) that the House suspend the rules and pass the bill, H.R. 5363, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. ARRINGTON. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, further proceedings on this motion will be postponed.

#### ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Proceedings will resume on questions previously postponed. Votes will be taken in the following order:

Ordering the previous question on House Resolution 748;

Adoption of House Resolution 748, if ordered; and

The motion to suspend the rules and pass H.R. 5363.

The first electronic vote will be conducted as a 15-minute vote. Pursuant to clause 9 of rule XX, remaining electronic votes will be conducted as 5-minute votes.