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House of Representatives

The House met at 10 a.m. and was called to order by the Speaker pro tempore (Ms. LEE of California).

DESIGNATION OF THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore laid before the House the following communication from the Speaker:

WASHINGTON, DC,
September 16, 2009.

I hereby appoint the Honorable BARBARA LEE to act a Speaker pro tempore on this day.

NANCY PELOSI,
Speaker of the House of Representatives.

PRAYER

Reverend Tri Robinson, Vineyard Boise Church, Boise, Idaho, offered the following prayer:

Good morning. It is a privilege to be here.

At a time like this, I didn't want to rely on my own wisdom to pray for you this morning or with you this morning, so I would like to pray the words of the Apostle Paul as he addressed the Philippians.

Dear Lord, as the Apostle Paul once prayed over the people of Philippi, today we echo not only his words, but the heart from which they were spoken.

We pray that if we have any encouragement from belonging to God, any comfort from His love, any fellowship together in His spirit, then let our hearts be tender and compassionate, agreeing wholeheartedly with each other, loving one another, and working together with one mind and one purpose.

We pray, as Paul prayed, for pure motives, for selflessness, not trying to impress others, but being humble, thinking of others as more important than ourselves. We pray that we wouldn't look out for our own interests, but represent the interests of those that we're called to serve. We pray that we might have the same attitude as that of Christ, as He willingly and purposefully became a servant, literally laying down His life for the benefit of all mankind.

We pray these things over this place, this House today, in Jesus' name. Amen.

THE JOURNAL

The SPEAKER pro tempore. The Chair has examined the Journal of the last day's proceedings and announces to the House her approval thereof.

Pursuant to clause 1, rule I, the Journal stands approved.

PLEDGE OF ALLEGIANCE

The SPEAKER pro tempore. Will the gentleman from New Jersey (Mr. LANCE) come forward and lead the House in the Pledge of Allegiance.

Mr. LANCE led the Pledge of Allegiance as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

WELCOMING REVEREND TRI ROBINSON

(Mr. MINNICK asked and was given permission to address the House for 1 minute.)

Mr. MINNICK. Madam Speaker, I rise this morning to welcome to this august Chamber the Reverend Tri Robinson, the founder and leader of the Vineyard Christian Fellowship, one of the largest and most rapidly growing churches in my home town of Boise, Idaho.

Tri leads a Christian fellowship, proud of its natural, Bible-based worship, devotion to prayer, and generous service to all in need. Tri and his parishioners feed the hungry, house the homeless, engage and educate our youth, and work hard to protect the places we love in the West. He is an educator, author, and Idaho cowboy who has become a pioneer of environmental stewardship for the evangelical churches all over America.

As his Representative in Congress, I welcome Tri Robinson to this House, and I thank him for his moving spiritual guidance.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. The Chair will entertain up to 15 further requests for 1-minute speeches on each side of the aisle.

CONGRATULATING BROWARD COUNTY SCHOOL DISTRICT

(Mr. KLEIN of Florida asked and was given permission to address the House for 1 minute.)

Mr. KLEIN of Florida. Madam Speaker, I rise today to congratulate the Broward County School District, one of four finalists for the Broad Prize for Urban Education. The Broad Prize is known as the ''Nobel Prize for public education'' and is awarded to districts that show strong reading and math skills among low-income and minority students.

As a finalist for the second consecutive year, Broward schools have made real strides toward closing the achievement gap in public education and have set a standard of excellence for all students.

The winning school district, to be announced this week, will take home $1 million in student scholarships, and all finalists receive $250,000, a critical boost in these difficult economic times.

I congratulate Superintendent James Notter and School Board Chair Maureen Dinnen, as well as the students, parents, and teachers in the

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Broward school system for a job well done. Keep up the good work.

A REPUBLICAN SOLUTION FOR HEALTH INSURANCE REFORM

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

Mr. WILSON of South Carolina. Madam Speaker, I am humbled and grateful for the overwhelming support by the people of South Carolina.

House Republicans have been developing commonsense reforms for our health care system. The Republican Study Committee, led by Dr. TOM PRICE of Georgia, has introduced H.R. 3400, a bill to make health insurance accessible, affordable, and portable. The bill gives small businesses the tools to provide coverage for their employees, it covers preexisting conditions, and promotes wellness and a healthy lifestyle.

The Republican plan does not impose taxes on individuals and small businesses, which will cost jobs. It does not add billions more to our Nation's debt. The American people have spoken, and their voices must not be ignored. We can work together for health insurance reform.

In conclusion, God bless our troops, and we will never forget September the 11th in the global war on terrorism.

TAKING PERSONAL RESPONSIBILITY

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

Mr. HIMES. Madam Speaker, the great debates in this Chamber often center around the question of whether and how much government can do to address a particular problem. There is one thing, though, that we can all agree on, which is that if our families act more responsibly on just about everything—education, energy, health—we are all much better off.

Madam Speaker, September is Emergency Preparedness Month, and as a member of the Committee on Homeland Security, nowhere is this more true than when we think about our health and our security. Our families can do some simple things to make them safer and healthier: have a plan in the event of an emergency, have a place to meet, know how to contact each other.

As we think about facing the H1N1 threat this winter, there are some simple things we can do as families. We can wash our hands often. We can sneeze into a tissue. We can stay home if we feel ill. If we do these small, small things, we can take what is potentially a large problem and make it much, much smaller.

TENTH ANNIVERSARY OF HURRICANE FLOYD

(Mr. LANCE asked and was given permission to address the House for 1 minute.)

Mr. LANCE. Madam Speaker, Wednesday and Thursday mark the 10th anniversary of Hurricane Floyd, a storm that battered the east coast from North and South Carolina to New Jersey.

The damage from Floyd was estimated at $250 million in New Jersey, including close to $100 million in Bound Brook and Manville in my congressional district, when more than 13 inches of rain fell and flooded rivers into homes, businesses and streets, forever changing the face of both communities.

Ten years later, Bound Brook and Manville have implemented important flood control efforts in preparation for the next Floyd. A complex flood control system of walls and levees is being built around Bound Brook. Manville police and fire personnel now have boats and sirens to alert and assist residents. Bound Brook also has an emergency management team of 25 members that communicates with the community if a flood is coming.

On Thursday, I hope to join residents of Bound Brook in celebration of the reopening of the historic Brook Theatre, a century-old venue severely damaged by the flood. The Brook Theatre reopening is a symbol of triumph and rebirth of the towns devastated by Hurricane Floyd 10 years ago.

SWEEPING REFORMS LEAVE NORTHERN MARIANA ISLANDS BEHIND

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

Mr. SABLAN. Madam Speaker, last time I spoke, I pointed out that the health care reform bills currently being debated in the House and Senate do not include the United States territories. Today, I would like to discuss why these reforms are needed just as much, or more, in my district as in any other part of the United States.

There are only 80,000 people in my district in the Northern Mariana Islands, but the health care infrastructure there is struggling. There is only one surgeon for all three of the populated islands. Common equipment that is used to save lives every day across the Nation, like a hyperbaric chamber or a heart catheterization lab, is not available. Funding at the Commonwealth Health Center, the only hospital, is so strained that upfront payment is required before patients even see a doctor.

My constituents are proud Americans who honor and serve their country, so how can I explain to them that these sweeping reforms they have heard so much about will only leave them behind?

MEDICAL LIABILITY REFORM

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

Mr. GINGREY of Georgia. Madam Speaker, experts have predicted that meaningful liability reform can save our health care system $126 billion annually. What does $126 billion in annual savings mean? We would not have to cut $500 billion from our seniors' Medicare program over the next 10 years. We would not have to levy $800 billion in job-killing taxes on our economy. We would not have to ask every American to give up their liberty because of a government edict to purchase government insurance that they may not be able to afford.

My colleagues, meaningful liability reform is the silver bullet in this debate. It can stop the practice of defensive medicine, save our health care system over $100 billion a year, and protect the American people from the occasional greedy lawyer seeking a windfall.

As an OB/GYN who practiced medicine for over 30 years, I know how dire the consequences are if we continue our failure to act. It is time to put partisan politics aside and stand up for the American people. Meaningful liability change cannot wait. It must be included in any health care reform bill.

STUDENT AID AND FISCAL RESPONSIBILITY ACT

(Mr. WILSON of Ohio asked and was given permission to address the House for 1 minute.)

Mr. WILSON of Ohio. Madam Speaker, I rise today to give my support to the Student Aid and Fiscal Responsibility Act, a bill which will make historic investments in our Nation's higher education.

This legislation covers a broad array of initiatives to make college more affordable and accessible for everyone, and I am particularly glad to see that it does much to strengthen community colleges.

In this challenging economy, community colleges offer a crucial opportunity for students to fully prepare for the workforce. In 2007, there were over 156,000 students enrolled in Ohio's community colleges. I was pleased to see that this legislation provided the attention and funding that community colleges deserve.

This bill creates a new grant program that improves the resources and instruction at community colleges and emphasizes the partnerships between the colleges and local employers. In addition, it invests in the renovation and modernization of aging facilities.

In areas where many students can't afford a 4-year university, these community colleges provide a quality education and the training needed to succeed. These students deserve the increase in funding this legislation proposes. I urge all my colleagues to support this bill.

□ 1015

LIABILITY REFORM IS NECESSARY

(Mr. FLEMING asked and was given permission to address the House for 1 minute.)

Mr. FLEMING. Madam Speaker, as we debate health care reform, little attention has been paid to the impact that our Nation's broken medical liability system has on rising medical costs.

There are 125,000 lawsuits against physicians at any given time; 75 percent of the suits are closed without payment to the plaintiff, and in 83 percent of the cases going to trial, physicians are cleared. This means there is very little correlation between lawsuits and actual malpractice. More than that, the current system pushes doctors to overtest and overtreat to avoid being hauled into the courtroom, costing Americans billions of dollars in taxes and higher premiums. In a few cases in which there is a judgment, much of the money goes to pay lawyers, not the aggrieved patient.

Furthermore, the current system is driving physicians out of needed specialties. Recent studies show that one in seven obstetricians no longer delivers babies, and 49 percent of American counties don't even have an OB, largely because of high malpractice costs.

If the President and Democrats are serious about controlling high health care costs, they must call on trial lawyers to share in the sacrifice and to reform the medical liability system.

AN INCENTIVE FOR HEALTHY LIVING

(Mrs. DAHLKEMPER asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Mrs. DAHLKEMPER. Madam Speaker, I rise today out of concern that the health care reform legislation this body is considering lacks an important component: an incentive for healthy living. Encouraging a healthy population is one of the best ways we can reduce our Nation's health care costs over time and can improve our country's livelihood and prosperity.

A healthy lifestyle makes workers more productive; it helps people live longer; it helps people make smart choices about diet, exercise and tobacco use; it helps prevent and not just treat chronic diseases.

Madam Speaker, successful health care reform must include an incentive for Americans to live healthy lives. It is the surest way to decrease our consumption of health care over time, thus, lowering costs.

My legislation, H.R. 3472, will do just that. My bill provides for health insurance coverage premium discounts up to 20 percent for healthy behavior and for improvements toward healthy behavior. This means that Americans would have a tangible incentive to maintain healthy cholesterol levels, heart rates and body mass indexes, which are vital indicators of a person's overall health and wellness.

Madam Speaker, it is good public policy to help Americans live well. It is good public policy to create positive incentives for wellness and to help people make healthy decisions in their everyday lives. I urge my colleagues to support H.R. 3472 and to create health care reform that actually encourages wellness.

CLEAR ACT

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

Mr. SMITH of Nebraska. Madam Speaker, the Natural Resources Committee has the responsibility not only to take steps to encourage more nuclear, solar, hydropower, and wind energy but also to increase the production of domestic oil and gas. Such an all-of-the-above approach will lead to lower energy costs and to more jobs for American citizens while also serving to make our country safer.

Later today, the Natural Resources Committee will be holding a hearing on H.R. 3534, a bill which will simply erect more obstacles to job creation and energy production. This bill creates new levels of bureaucracy, which inevitably will slow new development of American sources of energy. Now is not the time to further delay the advancement of American energy.

Madam Speaker, it is simple: more roadblocks to energy development mean less energy for Americans.

RECOGNIZING THE STATE OF MAINE FOR ITS IMPLEMENTATION OF RECOVERY ACT FUNDING

(Mr. MICHAUD asked and was given permission to address the House for 1 minute.)

Mr. MICHAUD. Madam Speaker, I rise today to recognize the State of Maine for its efficient implementation of the Recovery Act funding for transportation infrastructure projects.

We in Maine have worked together to accomplish what this bill was intended to do—to create jobs and to put Americans back to work. A recent report on the Recovery Act shows that Maine is ranked number six in the country, having put 100 percent of the highway and bridge recovery projects out to bid. According to the State of Maine, 1,926 Mainers are now working and will be put back to work because of this Recovery Act funding.

While we still have a long way to go, I would like to thank those in Maine who continue to contribute to our State's economy.

DEFUND ACORN

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

Mr. BILIRAKIS. Madam Speaker, I rise today to share my outrage about corruption at ACORN. Illegal activities at the ACORN offices in Baltimore, in Washington, D.C. and in Miami show that corruption is not isolated. Already under suspicion for disturbing activities such as voter fraud in the 2008 elections, ACORN employers encourage prostitution, tax fraud and human trafficking. This culture of corruption must stop.

Madam Speaker, I, for one, will not sit idle and allow my taxpayer constituents to be swindled by an organization that receives millions in Federal funds.

Yesterday, I signed a letter to President Obama, asking him to disclose and terminate all taxpayer funding of ACORN. In addition, I have cosponsored a bill which will stop the Federal funding of this reprehensible enterprise. I call on Speaker PELOSI to bring this legislation to the floor for a vote so that we can stop subsidizing this outrageous and illegal activity. We owe it to our constituents.

ENACT REAL HEALTH CARE REFORM

(Ms. EDWARDS of Maryland asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. EDWARDS of Maryland. Madam Speaker, I rise today to urge my colleagues to continue our hard work in enacting real health care reform and to not bow to the powerful insurance lobby, to the loud voices of opposition, or to the claims of the misinformed.

While we're aware of the work in the other body, that is not the work of this House. We know what our choices are; and as President Obama has said, it's time to make them. If we do nothing, health care costs for employers will rise 166 percent over the next decade.

A recent Kaiser Family Foundation survey showed that an estimated 8 percent of employers will drop their coverage altogether if the current trend continues. We need real reform with a robust public option based on the existing Medicare provider network and payment system, not illusory proposals meant to appease those who have no real intention of changing the status quo or in voting for reform. Let's hold to our goals of lower cost, competition, and accountability.

HOW OUR INVESTMENT IN NASA HAS BENEFITED AMERICA

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

Mr. OLSON. Madam Speaker, yesterday we heard from Norm Augustine, the chairman of the Review of U.S. Human Spaceflight Plans Committee on the recently released options they

have provided the Obama administration regarding the future of our Nation's human spaceflight program; but as we debate the future of human spaceflight, we must not overlook the present.

Last week was a wildly successful one in America's space agency. On Friday, the space shuttle *Discovery* and the crew of STS–128 returned home after a very successful mission to the international space station. Last week, NASA released new and, frankly, stunning images from the recently serviced Hubble telescope. Finally, NASA completed a successful test of the ARES I first-stage rocket motor. This is another milestone of the Constellation program, our next-generation vehicle, to take us back to the Moon.

All of these were amazing accomplishments, but it was just another week at NASA. The American people have invested in space exploration for over 50 years. We continue to reap the benefits of that investment.

HEALTH CARE

(Ms. CHU asked and was given permission to address the House for 1 minute.)

Ms. CHU. Madam Speaker, opponents of the health care reform bill are trying to confuse and to scare the American people. They are trying to prey on fear of the unknown. Opponents claim that the average American will fare worse under this bill because health care will be rationed by some faceless bureaucrat in Washington, D.C., but they clearly have not traveled to my district in California or they would know that rationing is already happening to people of every age and background. Insurance companies are already denying coverage if you are sick, have a preexisting condition, or are not independently wealthy.

In my district, a healthy middle class father's care was rationed when he was told he could not have insurance when his wife was pregnant because he had asthma as a child. A hardworking man was told that, despite working 30 years in a factory, he wasn't wealthy enough to deserve the cancer treatment that he desperately needed.

Health care reform will prohibit the kind of rationing that my constituents struggle with every day.

HONORING GRAMMY WINNER AND COUNTRY MUSIC RECORDING ARTIST GRETCHEN WILSON

(Mrs. BLACKBURN asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Mrs. BLACKBURN. Madam Speaker, I rise today to ask my colleagues to join me in honoring Grammy winner and country music recording artist Gretchen Wilson as she receives the 2009 National Coalition for Literacy Leadership Award. This multi-platinum, acclaimed singer/songwriter was one of millions of Americans who had not finished her high school education.

Gretchen left high school to pursue her music career, and has since had three number one albums. She realized, as a mother, it was important for her to lead by example and to demonstrate to her daughter just how important it is to have an education. So last year, at the age of 34, Gretchen earned her GED. She is teaming up with the Dollar General Literacy Foundation to honor GED graduates and organizations dedicated to the achievement of literacy.

I congratulate Gretchen on her hard work, on her resilience and on her many notable achievements. I ask my colleagues to join me in recognizing her dedication and contributions to adult education and literacy awareness.

REBUILDING THE AMERICAN ECONOMY

(Ms. SPEIER asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. SPEIER. Madam Speaker, yesterday, both Warren Buffett and Fed Chairman Ben Bernanke said the recession is very likely over. While most Americans are still months away from experiencing any sign of recovery firsthand, we can take heart in the fact that, as a Nation, we have just managed to avoid the economic precipice we faced just 1 year ago.

Just 200 days since the passage of the stimulus bill, 30,000 construction projects have begun. Jobs of 5,000 police officers and nurses and of 135,000 teachers have been saved; and all across our great country, Americans are working to rebuild the economy. From veterans who are going to college on the GI Bill, to entrepreneurs who are developing innovative technologies for clean energy, to the work we're doing here in Congress to reform our financial regulations and to ensure that all Americans have access to quality medical care, our job has just begun.

It is still too early to celebrate success, but it is time to encourage those policies that work and to have the courage to change those that are in need of reform.

DELAY GUIDELINES FOR THE POTENTIAL RELEASE OF BTIF TERRORISTS

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

Mr. KIRK. Madam Speaker, the administration is preparing to establish guidelines for the review and potential release of Taliban and al Qaeda terrorists held at the Bagram Theater Internment Facility, BTIF, in Afghanistan. This facility holds over 500 of the most dangerous Taliban and al Qaeda terrorists captured on the Afghan battlefield.

According to The Washington Post and The New York Times, each detainee will be given a counselor to grant rights and to review their potential release procedures. The press reports that the new guidelines were approved with a brief and limited congressional review. We know over 50 detainees released from Guantanamo Bay resumed jihad against Americans. The release of terrorists from the Bagram facility will form a clear and present danger to Americans serving in Afghanistan.

I urge Members to sign our letter to Secretary Gates, asking him to delay the release of these guidelines until Congress holds hearings and especially until all of our soldiers in Afghanistan are briefed on this potential danger.

HEALTH CARE REFORM

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

Mr. ELLISON. Madam Speaker, in America today, more than 60 percent of all bankruptcies are related to medical bills. Insurance premiums have gone up three times faster than the money people take home every year. Hundreds of thousands of Americans are denied the health care they need by insurance company bureaucrats, and millions more are holding on by the skin of their teeth to keep what insurance coverage they do have.

Yet there are still those who say that there is no problem and that nothing is wrong. I don't know who they've been listening to—maybe to the insurance company CEOs who rake in millions of dollars every year in bonuses alone or maybe to the insurance company lobbyists who have flooded Washington with millions of dollars spent on ensuring that health care reform does not happen.

Americans want progress. They want a system that delivers quality, affordable health care for them and for their families. By giving them a public option to choose from, we can keep insurance companies honest through competition, and we can provide our Nation's families with the quality health care they deserve.

□ 1030

PUTTING PATIENTS AND DOCTORS IN CONTROL

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

Mr. BOUSTANY. Madam Speaker, last week the President and the congressional Democrats began yet another drive to enact their sweeping overhaul of American health care, H.R. 3200.

Following the President's address to Congress, I urged the President to work with Republicans to lower the cost of health care for American families and small business. Commonsense

solutions and common ground do exist. Let me be clear. We can lower the cost of health care. But a new government-run bureaucracy is not the answer.

The President last week suggested reducing the growing number of frivolous lawsuits against doctors as one way to lower costs. Thus far, the congressional Democrats' plan still fails to mention medical liability reform. Right now, H.R. 3200 fails to meet the President's requirements, and it fails to meet the American people's requirements too.

If the President and congressional Democrats are serious about working together, we need to start over. We need to start over and scrap H.R. 3200. Working together, we can achieve real results to lower the cost of health care and increase access to a doctor for millions of Americans.

SMALL BUSINESSES PROVIDE JOB-CREATION ENGINE

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

Mr. POLIS. Madam Speaker, small businesses are the backbone of our country, providing the job-creation engine that we need to lift us out of this recession. And yet, today, small businesses across our country are at a disadvantage to their larger corporate competitors because of the higher costs of providing health care for their employees, because of smaller risk pools and less purchasing power.

By creating public exchanges, which this health bill proposes, as well as by preventing pricing discrimination based on preexisting conditions, we give small businesses access to low-cost options to provide health care benefits to their employees, increasing the competitiveness of American companies to help lift us out of this recession.

By helping small businesses succeed at what they do best, focusing on their businesses, on innovation, on job growth, and helping to make them more competitive by reducing the cost of their health care insurance, we can lift America out of this recession and make America's small businesses more competitive.

ADMINISTRATION'S PROTECTIONISM

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

Mr. PITTS. Madam Speaker, American dairy farmers are struggling, and expanding markets around the world could help them greatly. The President's placing of a 35 percent tariff on imports of Chinese tires last Friday is likely to start a trade war.

This time of recession is no time to shut down rural trade or spark wider trade wars. Instead, we should look for opportunities to open up new markets for American products.

We have three free trade agreements currently sitting on the table, South Korea, Colombia and Panama, which the administration has virtually ignored since the President took office. Combined, these agreements represent more than 100 million new customers for American products. New markets could go a long way in increasing demand for American products and saving family farms that have operated for generations.

I believe American agriculture and industry can compete worldwide, but we need to break down barriers, not create new ones.

TIME FOR HEALTH CARE REFORM IS NOW

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

Mr. BRALEY of Iowa. Madam Speaker, now is the time for Americans to rise up and speak truth to fear on health care reform. Now is not the time for silence, now is not the time for doubt, and now is not the time for fear.

Recent Census data shows that the average American family spends over $13,000 a year for health care coverage. And if we don't change what we are doing right now, in 10 years the average American family will be spending over $25,000 a year on health care coverage.

That's why the time to act is now, and H.R. 3200 does that by expanding access to quality, affordable, coverage and bringing true health care reform to the American people.

MEDICAL LIABILITY REFORM

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

Mr. BURGESS. Madam Speaker, the President of the United States came to this House last Wednesday night and talked about health care. At the end of his speech, he talked about how perhaps we could consider some, at least a look, at medical liability reform.

And I encouraged the President to do that. I encouraged him to look at my home State of Texas. Look what's happened in Texas since 2003. Texas has become a magnet for doctors.

Since the reforms passed in the State of Texas in 2003, charity care rendered by Texas hospitals has risen 24 percent. Texas has licensed almost 15,000 new physicians, which is a 36 percent increase from pre-reform. Thirty-three rural counties have seen a net gain in emergency room doctors, including 26 counties which previously had no emergency room doctors.

After years of decline, the ranks of medical specialists are growing in Texas. In my field of obstetrics, we had seen a loss of obstetricians in the 2 years prior to reform.

Since the reform was passed, we have had a net gain of 192 obstetricians in the State of Texas, and 26 counties have added an obstetrician, including 10 counties where none was present before.

We have a great story to tell in Texas. I encourage the President to look at the sensible types of reforms that were enacted in Texas in 2003.

MAJOR STEP FORWARD FOR HEALTH CARE REFORM

(Mr. PALLONE asked and was given permission to address the House for 1 minute.)

Mr. PALLONE. Madam Speaker, health care reform in the Congress took a major step forward today with the announcement of the Senate Finance Committee proposal.

There may be differences between that proposal and the bills that we have passed in the House, but the bottom line is that we are moving forward in trying to pass crucial health care reform.

If you look at the Senate Finance proposal, it basically has the health exchange in an effort to provide choice and competition and provide affordability for those Americans who either do not have health insurance now or are afraid that they may lose their health insurance because their costs continue to go up.

The Kaiser Foundation came out yesterday with an analysis that showed that more and more employers now are passing off the cost of health insurance to their employees, either through higher costs that they have to pay or cost-sharing or deductibles or co-pays, so something has to be done. It's not just a question of those who are uninsured; it's also a question of those who have health insurance now who may lose it because their employer will not provide it or their costs continue to climb.

We need to move forward, and we are taking a major step today.

GOVERNMENT TAKEOVER OF HEALTH CARE

(Ms. FOXX asked and was given permission to address the House for 1 minute.)

Ms. FOXX. Madam Speaker, during a time of high unemployment, Democrats in Washington propose a government takeover of health care that will lead to even more job losses in a weaker economy.

For months, the American people have looked to Washington for policies that will do no harm to our economy and help put workers back to work. Unfortunately, all we have seen from the President and Democrat-led Congress are record spending, record deficits and record debt.

The American people are looking for real solutions to the challenges we

face, not another excuse to spend money and increase the reach of Big Government. Republicans have real solutions, but the people in charge of Congress and the President are ignoring them. It's time for the President and the Democrat-controlled Congress to start over on health care, work to get our economy back on track and accept real solutions.

SUPPORT THE REPUBLIC OF GEORGIA

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

Mr. DREIER. Madam Speaker, last week we got the troubling news that Venezuelan President Hugo Chavez was joining Russia and Nicaragua in recognizing the Abkhazia and South Ossetia territories of Georgia as independent countries. This is very troubling. The international community recognizes the territorial integrity of Georgia, and now we have to wonder, with Chavez's move, what other countries might join him in this effort.

It is absolutely essential that we stand with our ally, Georgia, in doing everything that we can to strengthen democracy, the rule of law, and the institutions that exist there.

Senator KERRY and I have joined in introducing a resolution calling for the establishment of a U.S.-Georgia free trade agreement. The actions of Chavez make that even more important today than ever. We need to do all that we can to help strengthen and bolster our economy and their economy as well.

Let's pass this resolution and ensure that the free people of Georgia are able to succeed.

IRAN'S NUCLEAR PROGRAM

(Mr. MORAN of Kansas asked and was given permission to address the House for 1 minute.)

Mr. MORAN of Kansas. Madam Speaker, we are just days away from President Obama's deadline to Iran that it accept his offer of meaningful talks about that country's nuclear program. Although the U.S. and other world powers will meet in Iran on October 1, Iran has said discussions of its nuclear program are finished. Any discussion that does not include Iran's nuclear program significantly dilutes any benefits of such talks.

For 8 months, Iran has had the opportunity to discuss its nuclear program. Now, moments before the deadline, it proposes talks but remains unwilling to engage on the most important issue.

The President needs to rally international support through the U.N. and G–20 summit this month for sanctions against Iran to ensure that they have great impact.

At the same time, Congress should move forward with legislation that has been introduced to put pressure on Iran. Specifically, we should pass H.R. 2194, the Iran Refined Petroleum Sanctions Act.

The longer we wait to address Iran's pursuit of nuclear weapons, the more difficult it becomes to deal with Iran, and the world becomes a more dangerous place. Hoping that Iran changes course is not a strategy we can live with.

PROVIDING FOR CONSIDERATION OF H.R. 3221, STUDENT AID AND FISCAL RESPONSIBILITY ACT OF 2009

Mr. POLIS. Madam Speaker, by direction of the Committee on Rules, I call up House Resolution 746 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 746

Resolved, That at any time after the adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 3221) to amend the Higher Education Act of 1965, and for other purposes. The first reading of the bill shall be dispensed with. All points of order against consideration of the bill are waived except those arising under clause 9 or 10 of rule XXI. General debate shall be confined to the bill and shall not exceed one hour equally divided and controlled by the chair and ranking minority member of the Committee on Education and Labor. After general debate the bill shall be considered for amendment under the five-minute rule. It shall be in order to consider as an original bill for the purpose of amendment under the five-minute rule the amendment in the nature of a substitute recommended by the Committee on Education and Labor now printed in the bill. The committee amendment in the nature of a substitute shall be considered as read. All points of order against the committee amendment in the nature of a substitute are waived except those arising under clause 10 of rule XXI. Notwithstanding clause 11 of rule XVIII, no amendment to the committee amendment in the nature of a substitute shall be in order except those printed in the report of the Committee on Rules accompanying this resolution. Each such amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against such amendments are waived except those arising under clause 9 or 10 of rule XXI. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have been adopted. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions.

SEC. 2. The Chair may entertain a motion that the Committee rise only if offered by the chair of the Committee on Education and Labor or his designee. The Chair may not entertain a motion to strike out the enacting words of the bill (as described in clause 9 of rule XVIII).

THE SPEAKER pro tempore. The gentleman from Colorado is recognized for 1 hour.

Mr. POLIS. Madam Speaker, for the purposes of debate only, I yield the customary 30 minutes to the gentlewoman from North Carolina, Dr. VIRGINIA FOXX. All time yielded for consideration of the rule is for debate only.

GENERAL LEAVE

Mr. POLIS. I ask unanimous consent that all Members have 5 legislative days within which to revise and extend their remarks and to insert extraneous material into the record.

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

There was no objection.

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

Madam Speaker, House Resolution 746 provides for a structured rule for consideration of H.R. 3221, the Student Aid and Fiscal Responsibility Act of 2009.

The rule makes in order 24 amendments, which are listed in the Rules Committee report accompanying the resolution. Each amendment is debatable for 10 minutes, except the manager's amendment and the Kline substitute, which are each debatable for 20 minutes.

The rule also provides one motion to recommit, with or without instructions.

Madam Speaker, I rise today in strong support of House Resolution 746 and the underlying bill, the Student Aid and Fiscal Responsibility Act, which was passed by the House Education and Labor Committee with bipartisan support.

I thank Chairman MILLER, as well as my colleagues on the committee on both sides of the aisle for their leadership in this historic legislation that puts America's students and their families first. Education is the key to progress and prosperity, both for individuals as well as collectively as a Nation.

Every day we hear from our constituents about their inability to afford college or their excessive student loan debt that burdens their families. Just yesterday I talked to a young woman who attends a university in my district, the University of Colorado at Boulder, and she is graduating with $50,000 in debt.

□ 1045

This Student Aid and Fiscal Responsibility Act tackles this problem head-on by making the single largest investment in higher education in history without costing taxpayers any more.

Following the unprecedented Federal support for education in the American Recovery and Reinvestment Act, which increased Pell Grants and funding to K–12 schools through special ed and Title I, this landmark legislation will transform the way our student loan programs operate and generate $87 billion in savings over the next 10 years

that will be used to help increase Pell Grant scholarships, keep interest rates low on Federal loans, and create a more reliable and effective financial aid system for families at no cost to taxpayers. Converting all new Federal student lending to the reliable, effective, and cost-efficient Direct Loan Program enables these critical investments to make our economy strong and competitive while reducing the deficit and bringing college in reach for countless American families.

I strongly believe in President Obama's goal that the United States become the world leader in the proportion of college graduates by 2020. But like the rest of the country, lower-income students in my home State of Colorado are too often left behind because their families can't afford to pay for college.

Over the next 10 years, this bill invests more than $589 million in Colorado alone to increase the maximum Pell Grant scholarships to $5,550 a year in 2010 and $6,900 in 2019. And starting in 2011, the scholarship's value will be preserved by indexing it to inflation plus 1 percent. Under this bill, students in my district could see a dramatic increase in their Pell Grant awards over the next 10 years.

Applying for financial aid should help, not hinder, college access, yet an estimated 1.5 million college students who likely were eligible to receive Pell Grants didn't even apply for financial aid because they found the Free Application for Federal Student Aid, the FAFSA document, too confusing to fill out. This bold legislation makes it easier for families to apply for financial aid through a streamlined FAFSA form that is simpler and shorter by reducing the number of questions and allowing applicants to use the information from their tax returns.

In addition, the Student Aid and Fiscal Responsibility Act strengthens and expands the Perkins Loan Program that provides low-cost Federal loans to every U.S. college campus and keeps interest rates low on subsidized Federal student loans by making them variable beginning in 2012. These interest rates are currently set to jump from 3.4 percent to 6.8 percent in 2012. For the 5.5 million borrowers across the Nation who take out subsidized student loans every year, these changes mean real savings and offer much-needed relief, more money that can go into textbooks, living expenses, and paying additional college tuition above the student loan amount.

We also know that too many students enroll in college but drop out and don't graduate. College access should lead to college success. However, only half of students who enroll end up with a bachelor's degree. This has enormous economic implications for college dropouts and our economy as a whole because workers with bachelor's degrees earn 54 percent more on average than those who attend some college but don't finish.

This legislation invests $3 billion to bolster college access and completion through innovative programs that focus on financial literacy and help retain graduate and undergraduate students, as well as a $2.5 billion investment in Historically Black Colleges and Universities and Minority-Serving Institutions to help students from disadvantaged backgrounds stay in school and complete their studies. Colorado, as an example, will receive at least $10.5 million over the next 5 years from the increased funding for the College Access Challenge Grant Program.

In recognition of our troops' heroic service to our country, H.R. 3221 gives servicemembers more freedom to attend the college of their choice under the GI Bill and also helps our troops afford an education by providing loan forgiveness for members of the military who are called up to duty in the middle of an academic year, and we all know how disruptive that can be, and helping them complete school and get their degree is an important element that this bill provides to those who serve our Nation proudly.

As a member of the Community College Caucus, I am thrilled that this legislation recognizes the critical role that these open-door institutions play in our communities both as gateways to higher education as well as providers of a highly skilled workforce to fill the needs of our local economies and prepare kids for the growth sectors of our economy and for jobs in the ever-changing and evolving economic sectors. Community colleges are an essential component of America's workforce development, and that is recognized by this bill.

In my district in Colorado, Front Range Community College and the Colorado Mountain College are effectively addressing the needs of both students and employers and represent an essential component for our economic development as well as a source of community pride. By encouraging historic partnerships and innovative reforms and expanding access to free and high-quality online courses, this legislation helps prepare Colorado's 117,000 community college students with the real-world experiences and skills they need to be ready for 21st century jobs or to transfer to 4-year colleges or universities to complete their bachelor's degree. Enrollment in our community colleges is up 20 percent this fall compared to last year, so this funding will help our existing system and infrastructure meet that demand.

Colorado ranks third nationally in expected growth in jobs that will require post-secondary training, and we need to dramatically increase the number of degrees, certificates, and credentials awarded. These new investments will help community colleges establish articulation agreements, expand academic training programs for high-wage occupations in high-demand industries like health care, and improve student support services.

We will also build and enhance links through dual enrollment through our K–12 system to increase collegiate access as well as giving kids who might be first-generation college goers support as they attend college through the K–12 system and take their first college courses and show that, yes, they can achieve at the college level.

Through our bolstering community colleges, we can also strengthen their labor market responsiveness and competitiveness. And to ensure that community college students learn and thrive in modern updated state-of-the-art facilities, Colorado would receive $28.7 million under capital facilities, which will leverage additional funds to help repair and construct projects for community college facilities that are primarily used for instruction, research, or student housing.

But the impact of savings realized from cutting the middleman between students and lenders goes beyond higher education. They will also help ensure that the next generation of children enters kindergarten with the skills needed to succeed in school by increasing access to birth-to-five early learning programs for children from low-income families. The Early Learning Challenge Fund would award $1 billion each year in competitive grants to States that raise the bar of early education standards, show a State commitment to meeting the needs of birth-to-five students and practices through comprehensive reform, build an effective early childhood workforce, improve the school readiness outcomes of young children, and promote parental and family involvement. Investing in high-quality early education is not only the right thing to do, but it is the smart thing to do since it yields a high return, saving taxpayers up to $14 for every dollar we spend.

Yesterday, I had the opportunity to meet with a group of early childhood advocates from across the country, economists, business leaders, bankers, philanthropists, child development experts, who agree that smart investment in early education is critical if we want to close the achievement gap, prevent the achievement gap from arising before kids even enter kindergarten rather than trying to play catchup after the fact through improving our public schools alone. We can close the achievement gap and ensure that children from all economic and social and ethnic backgrounds are prepared to thrive in school as well as in life.

Madam Speaker, I reserve the balance of my time.

Ms. FOXX. I yield myself such time as I may consume.

I want to thank my colleague from Colorado for yielding me time to discuss this bill.

During the month of August, people all over this country spoke out against the government takeover of our health care system. They are fed up with increased spending, increased long-term deficits and debt, and want to reduce

the role of government in our lives. This bill does just the opposite of that.

I complimented my colleague from California Mr. MILLER, yesterday, in a kind of a backhanded way, by saying that he has come up with very, very good titles for the bills that he has been handling in this session. The titles do just exactly the opposite of what the bills do. This bill is called Student Aid and Fiscal Responsibility Act of 2009, and to a person who hasn't spent time reading it or thinking about it, that sounds like a good thing to do. However, this bill and, of course, the rule, which we are debating today, aren't fiscally responsible and this is not the way we should be going.

As I listened to my colleague speak today, I was impressed by the paternalistic attitude that is represented by this bill and by the comments being made by our colleagues: It's going to give more freedom to people. It's going to ensure that community colleges do such and such. It's going to close the achievement gap.

Would that the government had that kind of power. Would that money alone do that kind of thing. That's not what this bill is going to do, and this rule needs to be voted down.

This bill was passed out of the House Committee on Education and Labor by a vote of 30–17. It eliminates the Federal Family Education Loan Program and shifts all student loans to a government-run system under the Direct Loan Program. In addition, the bill creates nine new programs and increases the Federal Government takeover of early education, higher education, school construction, and more. It is an insidious intrusion into education at all levels by the Federal Government, and it doesn't deserve to be passed by this House.

Madam Speaker, I reserve the balance of my time.

Mr. POLIS. Madam Speaker, I yield 3 minutes to the gentleman from California (Mr. GEORGE MILLER), the chairman of the Committee on Education and Labor.

Mr. GEORGE MILLER of California. I thank the gentleman for yielding, and I thank the Rules Committee for reporting this legislation to the floor with the amendments that have been made in order. And I want to thank the gentleman from Colorado for his strong support for this legislation not only in the Rules Committee but in our committee, the Education and Labor Committee, where he led a number of efforts to improve this legislation.

This rule will allow for the proper input and amendments from Members from both sides of the aisle on legislation that will be transformative for our students, families, and taxpayers.

The Student Aid and Fiscal Responsibility Act will allow us to invest $87 billion to make college more affordable, to build a world-class community college system, and to improve the opportunities to help our youngest students succeed. This represents the single largest investment in Federal college aid in history. We will be able to do this at absolutely no cost to the taxpayers by undertaking long overdue student loan reforms.

The Student Aid and Fiscal Responsibility Act is a win-win. It's a win for students. They'll have dependable access to Federal college aid, and it will make these programs more effective and efficient for families and for taxpayers. It will help rebuild our economy that is cutting edge, innovative, and it will help again regain our global leadership in both competitiveness and in college graduation rates.

I would like to especially make clear that this bill is, in fact, fiscally responsible. Not only will we be able to take and substitute the subsidies that we now pay out for institutions to lend the government's money to the students for the government to buy back, we will take those subsidies and we will invest that money on behalf of students and their families and institutions to improve the education that they will receive, to improve the access, to try to improve the retention rates so that students that, in fact, take out and borrow money end up with a degree and not as a dropout with a lot of debt, and we will also return about $10 billion to the Treasury to help reduce deficit spending.

Every aspect of this bill speaks to the future, to the future of our economy, to the future strength of our families, to the future needs of students who seek to acquire and are fully qualified to benefit from a college education.

Again I thank the Rules Committee, and I urge my colleagues to support this legislation when we debate it on the floor later today and tomorrow.

Ms. FOXX. Madam Speaker, I now yield such time as he may consume to our distinguished colleague from California (Mr. DREIER), the ranking member of the Rules Committee.

(Mr. DREIER asked and was given permission to revise and extend his remarks.)

Mr. DREIER. I thank my friend for yielding.

Madam Speaker, let me say that we are here talking about the issue of education and how we're going to pay for it. And I think that there is clearly a bipartisan agreement that improving the quality of education in the United States of America is essential, not only for people to be successful right here in the United States, but as I regularly point out, if we are in this global economy going to see the kind of success that we all want, it is essential that we have the best educated, most talented young people who are ready to enter the job market.

□ 1100

That is why making sure that they can pursue higher education is a very high priority. There is no disagreement on that whatsoever. The reason we are here right now, Madam Speaker, is to address the issue as to how we pay for it.

Now, I was just in a discussion with the very distinguished new ranking minority member of the Committee on Education and Labor, the gentleman from Minnesota (Mr. KLINE), and we were talking about the size of the Federal deficit. It is $1.6 trillion. I reminded him that is larger than the entire Federal budget was just 10 years ago. We have a number of new plans before us that dramatically expand that. Health care is just one of them. We have the $787 billion stimulus package. We have many, many plans that expand rather than reduce the reach of government. Unfortunately, we have before us one more of those.

Now we have sort of what I have seen as the battle within the Congressional Budget Office. We have a lot of different figures that have been thrown forward to us which create some conflict. I think one of the most interesting was a letter that I just saw sent from Doug Elmendorf, the Director of the Congressional Budget Office, to the distinguished ranking member of the Senate Budget Committee, our colleague, Mr. GREGG. In it he refers to the fact that as we go down the line, we are going to obviously see what is a tremendous increase in expenditures.

I listened to my friend, the chairman of the Education and Labor Committee, talk about the fact that we will have $10 billion in savings. Based on what I have seen from this Congressional Budget Office number, we not only will not have savings; we will have a dramatic increase in spending.

Now we know that pursuing private markets is the right way for us to go, but we have had disruptions in the private markets over the past couple of years. Unfortunately, the measure before us prevents us from being able to rely on private credit markets in the future. One of the reasons that is so important is because private capital is what I believe we should be relying on as much as possible.

I am not saying there should be no role for government, but this measure before us usurps even a modicum of private sector involvement. Where do we as taxpayers look? As my friend and I were just discussing, the distinguished ranking member, Mr. KLINE, we will be looking to China as we continue to go further and further into debt. That is unfortunately exactly what this legislation will do. We will be paying a rate of return on that money that the taxpayer is borrowing. And, again, we will be ignoring the private markets as they reemerge.

And so, Madam Speaker, I have to say that this is just one more indication, as all of the attention is focused on health care, of another $50 billion to $150 billion expansion of the burden that is imposed on our taxpayers, and I don't believe that it will do nearly as well as the private sector would in trying to look to the sources of credit so that we can ensure that the pluralism

that we have in education, clearly the best higher education system on the face of the Earth, succeeds.

And so I urge my colleagues to vote ''no'' on this rule and to make sure that we do have the kinds of improvements that I believe the gentleman from Minnesota wants us very much to implement.

Mr. POLIS. Madam Speaker, in a brief response to the gentleman from California, I had the opportunity to talk to a student, Hailee Koehler, who goes to the University of Colorado, yesterday. She is graduating $50,000 in debt; $30,000 of that is privately borrowed capital and $20,000 is her student loans. The interest rate that she pays on the money that she accessed outside of the federally backed student loans is 15 to 18 percent. That is the interest rate on $30,000 of her debt. And this is just the cost of a college education. This is $50,000 tuition, books, room/board. That is actually very reasonable compared to what it costs at some colleges. She is paying 10 percent less on her federally backed student loans. What a difference in her life it would make if she had access to more at the lower rate.

When we are talking about the government going out and borrowing money, government is borrowing money, 3 percent, 4 percent a year. That is what the government is paying. If we can turn that around and loan that out at 5, 6, or 7 percent, it sounds like a pretty good business for the government to be in.

Mr. DREIER. Would the gentleman yield?

Mr. POLIS. I know the gentleman has experience in business. Doesn't that sound like a pretty good business proposition?

Mr. DREIER. I thank my friend for yielding and I appreciate his question. Let me say that obviously the lowest rate is what we all want to pursue. I believe if we create an opportunity to move into the private markets, creating more competition will play a role in bringing those rates down; and that is what we should be doing.

The debt burden that is going to continue to be imposed on the U.S. taxpayer is something we also need to address as well.

Mr. POLIS. Reclaiming my time, I would simply submit it is better for students and the system, to the extent debt has to be on the books, for debt to be at 3 percent, 5 percent, 6 percent at a year rather than 15 to 18 percent a year which is onerous for anyone who has that kind of debt load.

I yield 2 minutes to the gentleman from Texas (Mr. DOGGETT).

Mr. DOGGETT. I thank the gentleman for yielding me this time.

The troubling legacy of the eight years of Bush-Cheney mismanagement includes many types of deficits. We all know of the soaring budget deficit, but every bit as real is the ''opportunity deficit.''

Despite our success earlier this year in creating a new higher education tax credit and expanding Pell Grants, too many young Americans find themselves unable to go to college because of financial barriers. As the gentleman from Colorado just mentioned, too many others leave college with such a mountain of debt they are unable to pursue some of the professional objectives that they would like to do.

When our youth cannot develop their full God-given potential because of financial barriers, our entire country suffers an opportunity deficit. With families struggling in this difficult economy, we bridge the opportunity gap and ensure that more students can obtain a college degree.

This bill really corrects two deficits left over from the Bush Administration by eliminating the waste and inefficiency in the operation of the federal student financial assistance program. It is truly an investment in America's future. By eliminating the unnecessary middleman role of private financial institutions, eliminating the red tape and lending directly to the students, the Federal Government will have more money for them and more resources left over to apply to reducing our national debt.

With the approval of this bill, just in my Central Texas congressional district alone, over the next decade, college students attending the University of Texas, Huston-Tillotson University, Texas State University, St. Edwards, and ACC, will receive more aid, about $46 million more aid, with this measure. Fifteen thousand more students will apply through the simplified financial aid application form, as we cut through the red tape. And we will have $15 million more dollars to help young people prepare to go to college to get the education that they need. Who could oppose such a winning combination of helping our students and reducing the national debt?

The SPEAKER pro tempore. The gentleman's time has expired.

Mr. POLIS. I yield the gentleman from Texas an additional 30 seconds.

Mr. DOGGETT. Who could oppose this winning combination? Well, the banks who pocketed the wasteful expenditure of taxpayer money, of course, and a few ideologues in the Republican Party who oppose all federal involvement unless it helps their buddies.

The alternative that the Republicans are offering today is little more than another corporate bailout that will provide billions more to lenders instead of reducing our debt and helping our students.

Let's invest in our students and reject another corporate giveaway.

Ms. FOXX. Madam Speaker, I know that sometimes we are all given to a little hyperbole here on the floor, but the comment from my distinguished colleague from California that this would be absolutely no cost to taxpayers, if there is anybody listening to this who believes that, I am going to find some swamp land in New Mexico to sell them.

We know that the estimates are that 40,000 jobs are going to be lost in the private sector as a result of this bill. So tell me, who is going to be administering this program? Right now the Direct Loan Program covers 20 percent of the loans that are given out. So is the Department of Education going to absorb this workload? I doubt that. Are they not going to ask for more help to be able to administer the other 80 percent?

In terms of debts, we keep hearing about people who are graduating from college with so much debt. Where is the issue of personal responsibility that we keep hearing so much about from the President. Debt is a personal responsibility. There is no reason for anybody in this country to graduate from college with $50,000 worth of debt.

And it is pretty good business for the government to be in because we can borrow money cheaper than the private sector can: that sounds like the argument that established Fannie Mae and Freddie Mac. And we do know where that has led us.

Last but not least, I guess it is going to be hundreds of years before our colleagues stop blaming every ill in this country on the Bush-Cheney administration.

I yield such time as he may consume to the gentleman from Minnesota (Mr. KLINE), the ranking member of the Education Committee.

Mr. KLINE of Minnesota. Madam Speaker, I thank the gentlelady for yielding, and I rise in opposition to this rule and the underlying bill.

Once again Members on the other side of the aisle are frantically rushing to expand the reach and cost of the Federal Government. Well, if government expansion is what you are looking for, this is the bill for you.

H.R. 3221 eliminates the private sector-based Federal Family Education Loan program and shifts every student and every school in America into the Direct Loan Program beginning July 1, 2010, less than 10 months away.

It creates or expands numerous entitlement programs, spending tens of billions of dollars on everything from prekindergarten programs to school renovation to online course management.

Republicans offered more than a dozen amendments to this deeply flawed legislation, amendments that were designed to forestall the damage it is sure to cause, or at the very least, alleviate some of the most egregious spending and policy shifts. Six of those amendments were made in order, less than half. By comparison, Democrats offered a total of 32 amendments: 18 were made in order and another five were incorporated into the manager's amendment. That means in total 72 percent of the amendments offered by Democrats will receive a vote today.

A bad process often accompanies a bad bill, and H.R. 3221 is no exception. The Education and Labor Committee has a track record of working across party lines when it comes to education.

In recent years, our panel has approved a comprehensive renewal of Federal higher-education programs that incorporated ideas from both Democrats and Republicans. We also acted last year to avert a shutdown of the student loan programs by enacting, with bipartisan support, the Ensuring Continued Access to Student Loans Act.

Apparently, Democrats have now decided to abandon that effort and pursue a partisan goal they have harbored for more than a decade. Bipartisanship has been cast aside, as this rule reflects.

If Democrats wanted to pursue a thoughtful, careful, bipartisan approach to stabilizing the student loan programs and reducing our deficit, they would support the Republican alternative which we plan to offer later in the debate. That's one amendment that was made in order under this rule, and I am certainly glad it was. Our amendment offers a commonsense solution that allows us to slow down and carefully consider what is best for students, schools, and taxpayers.

Shifting to 100 percent direct lending will radically alter the way students pay for college. It will cause upheaval at colleges and universities from coast to coast as schools scramble to make the personnel and infrastructure changes necessary to administer a program that is run by the Federal Government.

This is a serious issue that deserves a serious debate. And what are we doing about it? We are giving it a few hours this afternoon and tomorrow morning before casting our votes and turning our attention to the next thing.

□ 1115

Students deserve better. Families deserve better. The tens of thousands of Americans who stand to lose their jobs deserve better. And taxpayers—who ultimately foot the bill for this measure, this massive expansion of government—deserve better.

We have had discussion already this morning about the costs of this bill. And they are certainly confusing and debatable. Proponents say and have said it will save billions and reduce the deficit. Others say it will add tens of billions of dollars to the deficit, as Mr. DREIER was addressing earlier.

In fact, I was looking at a story from McClatchy Newspapers coming out of Kansas City, discussing an independent analysis of this program, and it says, ''Changes in the loan program will 'save a big chunk of money,' said Marc Goldwein, the policy director for the Committee for a Responsible Federal Budget, a watchdog group. Will it be the right amount to offset the new spending? The obvious answer is we don't know.''

He warned that the new system's fiscal outlook would be ''particularly uncertain because it would depend on economy-related factors such as default rates, need-based aid, and other factors.''

In fact, that's why the Congressional Budget Office, in looking at this bill, has amended, although not officially by the rules of this House, its estimate. The letter that Mr. DREIER talked about, addressed to Senator GREGG, they said if we had used market risk-based analysis like we did in the TARP program, this bill wouldn't ''save $87 billion, but some $33 billion less.'' And if we counted the discretionary spending—over $13 billion—it would cost more. And if we looked at the real cost of Pell Grants, it would cost another $11.5 billion more.

So I think those that say that this is going to impact the deficit, increase the deficit, have the arguments in their favor. I understand it's debatable. But what is certainly clear, what is not confusing, is that this bill is an expansion of the government, with new programs and new spending. It is a government takeover in an industry. And it will result in a loss of jobs.

I wanted to address just a couple of comments that have already been made today in this debate. I felt the pain when my colleague from Colorado talked about the student that was paying some 15.5 percent interest. That's not a FFEL program. That interest rate is capped. We want to make sure that such a program exists and people aren't paying those kind of interest rates.

Then, I'm always struck when one of my colleagues says, Well, we're trying to eliminate waste and inefficiency by going to a government program. My colleagues, that just defies history, to find a government program that reduces waste and inefficiency. The stories are rampant. We know in every department huge amounts of waste and inefficiency, whether it's a $500 or $600 hammer in Defense acquisition or money wasted on trailers sitting in fields after hurricane recovery efforts. The Federal Government does not reduce waste and inefficiency. That defies history.

I urge a ''no'' vote on the rule and the underlying bill.

Mr. POLIS. I'd like to yield 2 minutes to my colleague on the Education and Labor Committee, the gentleman from New York (Mr. BISHOP).

Mr. BISHOP of New York. I thank the gentleman for yielding. I want to make three quick points, but first I want to say that I rise in support of this rule and, more importantly, in support of the underlying legislation.

Three quick points. The ranking member of the Rules Committee spoke with great reverence for private markets and talked about how we are eliminating any private role in the student loan program. The truth is that, were it not for the intervention of the Federal Government this year, there would be virtually no private student loan market.

We passed last year a piece of legislation called the Ensuring Continued Access to Student Loans, and we did so so that students could continue to borrow because of a lack of liquidity in the student loan market. Had we not acted, the private student loan market would have been severely diminished, if not nonexistent. In fact, 60 percent of the $85 billion that students were borrowing this year, they are borrowing as a result of the intervention of the Federal Government.

So we can't rely on the private loan market. And one of the reasons we are taking this action is because students need to have a source of funding that they can rely upon.

So it's very important that we pass this legislation to address the issue of the lack of liquidity in the student loan market and to give students a source of financing that they can rely upon.

The second point. We talk constantly in this Chamber about waste, fraud, and abuse. And the simple fact is that we are supporting a private loan program, the FFEL program, that wastes $8 billion to $9 billion a year in taxpayer dollars, and we are making the judgment that those taxpayer dollars would be much better spent if we took that $8 billion or $9 billion and used it to help students attend college, to improve community colleges, to expand other student aid programs, to help students graduate, something that's very, very important.

So we are attacking the waste, fraud, and abuse that exists.

The SPEAKER pro tempore. The time of the gentleman has expired.

Mr. POLIS. I yield an additional 30 seconds to the gentleman from New York.

Mr. BISHOP of New York. We are attacking the waste, fraud, and abuse that exists, and doing so in a way that helps students.

Lastly, my friend from Minnesota, the ranking member of the Education Committee, just said that we are pursuing a partisan goal. I would take issue with that and say that what we're pursuing is a very practical goal.

The practical goal we're pursuing is to help young people go to college. We are not going to be able to compete as a Nation in an increasingly competitive global marketplace unless we have an educated workforce. Higher education is the key to that educated workforce.

So, from a very practical perspective, not partisan perspective, we need to pass this legislation.

Ms. FOXX. I would like to share with the Members some concerns that have been shared with me by the University of North Carolina system, and I will quote: ''UNC is concerned about the committee's attempt to divert Federal funding away from higher education to K–12 construction and early childhood education.

''While K–12 construction and early childhood education may be worthwhile Federal priorities, they should not be funded at the expense of higher education.''

Another point that they have made is that they're very concerned about a provision in the Miller reconciliation

bill that would eliminate the in-school interest exemption for graduate and professional student borrowers.

While we are talking about how we want people to continue their education and how important an education is to our country, putting graduate students in the position of having to pay interest while they're in school is not a very smart thing for us to be doing.

I want to talk a little bit about other changes that are coming to the Federal Financial Aid Program through this bill. It's going to eliminate restrictions that prevent individuals convicted of drug possession from receiving taxpayer-funded financial aid. It's going to change the need analysis formula, which is going to fail to do enough to fundamentally simplify our system of financial aid programs, and there is a move to variable interest rates for subsidized Stafford loans, which keeps the system unnecessarily complex for borrowers in an effort to cover a broken political promise to cut interest rates in half, which was made last year and which we debunked, I thought, pretty well then.

With that, Madam Speaker, I will reserve the balance of my time.

Mr. POLIS. I would like to inform the gentlelady from North Carolina I was just given this information by staff that some of the remarks that she made were with regards to a previous version of the bill. The version that is being put forth in this rule does allow graduate students to be eligible for in-school interest subsidies for subsidization through the Stafford loan.

So the changes she's referring to were in fact discussed and there was initially some discussion that it could come down a different way. But this bill being put forward does allow graduate students to participate in that.

I would like to yield 2 minutes to a former member of the Rules Committee, the gentlewoman from Florida (Ms. CASTOR).

Ms. CASTOR of Florida. I thank the gentleman from Colorado and the Rules Committee for yielding time. Madam Speaker, I rise in strong support of H.R. 3221, the Student Aid and Fiscal Responsibility Act, and this rule, and I rise in support of every student who hopes to attend college but is grappling with rising costs.

For millions of students across America, we are going to make the cost of attending college more affordable. In Florida, my home State, hundreds of thousands of students and families will find the cost of attending college more affordable through significant increases in the Pell Grant and expanded student loans.

I cosponsored this landmark investment in our students and higher education because over the next 10 years we will invest over $2.2 billion in Florida students, including over $100 million for students in the Tampa Bay area, through increases in the Pell Grant. That means direct aid to half a million Florida students, including over 24,000 students in my district alone, at no new cost to taxpayers.

We all understand that in this economy families are being squeezed by the rising cost of tuition and living expenses. And with the price of college steadily increasing, too many students are forced to make tough choices when trying to figure out how to pay for college. But due to our efforts and support from President Obama, a college education in America will be more affordable.

A college education has always been critical. People with college degrees earn more. And a college degree today is even more valuable as the fabric of our workforce changes and we prepare students for 21st century jobs.

Thank you to Chairman GEORGE MILLER and the great Education and Labor Committee for standing up once again for students, families, and American colleges and universities. Madam Speaker, this bill provide our students with the tools they need to be successful, and I urge support.

Ms. FOXX. Madam Speaker, I want to say that I appreciate the fact that we did have several amendments made in order by the Rules Committee, and we're very grateful for that because it gives us an opportunity to debate those amendments on the floor. And we have certainly talked a lot about that in the past, especially with the appropriations process.

But I want to say that we were very disappointed that, given the financial situation in our country and the concern that people have that's being expressed every day by our constituents over the fact that we continue to have massive job losses in this country, despite the fact that the President promised with the passage of the stimulus bill that we would not go above an 8 percent unemployment rate, that ever since the President came into office, job losses have skyrocketed, and the fact that our deficit is the largest that it's ever been in the history of this country. There were two amendments that we think we should have had made in order so that we could discuss the financial situation and the impact that this bill, the underlying bill is going to have.

One of those amendments, by Congressman TOM PRICE of Georgia, provided that the act would fail to take effect if the Secretary of Education, in consultation with the Secretaries of Labor and the Treasury—all of those positions, of course, controlled by the President—would determine that the provisions of section 201, which would end the FFEL program, will result in more than 5,000 job losses. We are very concerned that this bill is going to increase job losses.

Furthermore, the amendment by the distinguished gentleman from Illinois (Mr. ROSKAM) would have prohibited using Federal funds to carry out titles 3 through 5 of H.R. 3221 until the national deficit is under $1 trillion.

We believe that in a time, again, when our economy is suffering tremendously from actions—wrong actions taken and appropriate actions not taken—that we should not be adding to the problems of our citizens by increasing unemployment and increasing the deficit.

□ 1130

So I want to express our concern that those amendments were not made in order, but express my appreciation for those that were made in order, including one from me.

With that, I reserve the balance of my time, Madam Speaker.

Mr. POLIS. Madam Speaker, I yield 3 minutes to the gentlewoman from Connecticut (Ms. DELAURO).

Ms. DELAURO. I appreciate the gentleman yielding time, and I rise in support of this rule. I think it's clear from the debate and the discussion that my colleagues on the other side of the aisle would rather put their support with banks, maintain banks as the middlemen in this effort—banks are making money hand over fist and enormous profits—and cast their lot with banks versus casting their lot with students and their families.

Education is the cornerstone of our republic. It is only by offering and delivering quality education for all of our citizens—from the earliest years to the college years—that we can live up to our most noble democratic principles and ensure freedom and equality, that we make opportunity real for each and every American, and that we can continue to lead the world to economic security and lasting prosperity. As President Obama said last week, and I quote, Countries that out-educate us today will out-compete us tomorrow.

But today as our economy struggles to emerge from a debilitating recession, fewer and fewer students are able to afford a college education. Although the Recovery Act we passed in the winter has helped to fill the gap, States are facing massive budget shortfalls and are thus forced to decrease the resources available to education. Meanwhile, many schools are raising tuition, cutting financial aid and closing classrooms.

That's why this bill is the right bill at the right time. By restructuring our Federal financing of student loans to enhance the Direct Loan Program, we can realize significant savings throughout the system. This money will be applied to other areas of critical education funding, including increasing Pell Grants and Perkins loans. With these and other reforms in the bill, such as keeping investment rates low and simplifying student aid forms, this legislation keeps the door of opportunity afforded by a college education open to all, without costing American taxpayers an extra dime.

Equally important to the savings realized by this bill is the creation of the State Challenge Grants which will allow States to invest in their early childhood development infrastructure. These competitive grants will mark a

historic collaboration between the Department of Education and Health and Human Services, where the expertise on these programs has traditionally resided.

Each day, over 11 million children under the age of 5 spend time outside the care of their parents and in a wide variety of environments. We need to ensure that they are spending this critical social and cognitive development time in a quality setting. As with any endeavor, early investments in education yield tremendous dividends down the road for both the student and for society. Cognitive science and countless studies tell us the same thing: early childhood education helps students achieve more throughout their lives. There is arguably no better way to spend our education dollars than to fund these important programs.

In closing, I am proud of the bill that Chairman MILLER has brought to this committee, and I urge my colleagues to support this rule.

Ms. FOXX. Madam Speaker, I think I may be the only Member of Congress who has been a community college president. So I've had a good bit of experience. I was a professor and an assistant dean at a university. I served on a school board for 12 years. So I have extensive experience in the field of education.

I am a product of public education. I grew up extraordinarily poor. I doubt there is anybody in the Congress who grew up as poor as I did. And I know that much of the success that I have had has been the result of the opportunities I had in education. I give credit to the people who taught me and who guided me throughout my educational career. It took me 7 years to get my undergraduate degree, but I graduated without a dime of debt because I worked and went to school. I know that it is possible to do that, and I know that a person does not have to borrow $50,000 a year to get an education in this country. We are blessed that we have extraordinarily high-quality, low-cost education programs all across this country. We have excellent community colleges. We have excellent public education, higher education, and we have excellent private education. We have more choice in this country than any other place in the world.

As I said, I have extensive background in this area. As a community college president, I had the opportunity to work with the Workforce Investment Program. As a member of the State legislature, I had an opportunity to understand these programs and work with them at some length. So I am not unfamiliar with this area. What I see when I read this bill, particularly as it talks about giving money to community colleges, is basically setting up a welfare program for States and for community colleges. We already have the kind of accountability, I believe, that we need in community colleges in this country.

Yesterday, again, my distinguished colleague from California said that the bill has, for the first time ever, accountability in it. I have read this bill. There is no accountability in here. There are benchmarks established somewhere out in the future. They're not even discussed in the bill. There is talk about serving underserved groups of people. There is really no accountability in here.

And I'm wondering if our colleagues are going to consider men an underserved group. It's my understanding—and, again, I'm not up to date on the literature—that approximately 65 percent of the people now in higher education are women. So women have certainly found the opportunities there.

I have a great number of concerns about this bill, not just what it's going to do to the student loan programs but to the other areas. It's going to get into elementary education, preschool education. We just don't need the Federal Government injecting itself here. The bill is going to limit choices for parents and students seeking educational loans and I think decrease the quality of service historically provided by private lenders. In 2007–2008, the FFEL program served more than 6.4 million students and parents at 5,000 postsecondary institutions, lending a total of $55.3 billion or 78 percent of all needed Federal student loans. In general, postsecondary institutions have preferred to provide their student loans through the private FFEL program because of its ability to provide students high-quality customer service, education outreach, and loan default prevention.

Again, what this is, in my opinion, is another takeover by the Federal Government of a segment of our society that we don't need taken over.

I would like to quote from an article from The Weekly Standard entitled, Need a Student Loan? Boy, Does Uncle Sam Have a Deal for You:

''For whatever else the monopoly in direct lending accomplishes, it will greatly expand the number of young people who find themselves entangled with, and ultimately beholden to, the vast system of rewards and rebukes that the Federal Government has at hand. More than 65 percent of college students borrow money to go to college. That's a lot of guinea pigs.

''We already have a foreshadowing of possibilities. Congressmen are tinkerers, and they have been tinkering with federally backed loans for years, hoping to push borrowers into doing things that Congressmen find pleasing. The most interesting of their ideas was signed into law by President Bush. This shouldn't be a surprise, since by his second term Bush had proved a pretty ambitious tinkerer himself. The Public Service Loan Forgiveness Program of the College Cost Reduction and Access Act of 2007—such big titles you have, grandma!—was designed to let college students know what they should do once they got out of school.

''Student borrowers can have their Federal loans forgiven after 25 years, on the condition that they make a single minimum payment every 360 days. This is already a significant inducement to acquire a Federal rather than a private loan. But the Public Service Loan Forgiveness Program goes a step further. You can have your loan forgiven after only 10 years, vastly reducing the total amount of money you pay for your college education—to below $5,000 in some cases—on three conditions. Your loan has to be handled directly by the government, with no contamination from private lenders; you have to meet a schedule of monthly minimum payments; and upon graduation, you have to get the right kind of job.

''The right kind of job turns out to be what's loosely called ''public service.'' In common discourse, public service is already an elastic term, used mostly as a form of self-flattery, but seldom has the euphemism been stretched quite as far as it was in Bush's bill. Work for the government, any government—whether as an actuary, a diplomat, or a teacher; a social worker, a fighter pilot, or a forklift driver—and you qualify for the loan forgiveness. You qualify, too, if you take a job with any 501(c)(3) nonprofit organization: the Wilderness Society, U.S. Public Interest Group, the Rainbow Coalition, the Transgender Law and Policy Institute, even, theoretically, the Heritage Foundation. It doesn't matter if you're an agitator, lawyer, lobbyist, congressional aide, or pavement-pounder hectoring passersby into signing petitions for Greenpeace. The important thing is, you can't be helping anyone turn a profit.''

Madam Speaker, this bill is another government takeover of parts of our lives, and this rule should be voted down along with the bill.

[From the Weekly Standard, Aug. 3, 2009]

NEED A STUDENT LOAN?

(By Andrew Ferguson)

The House Committee on Education and Labor is having a busy summer. (Everybody in Washington is having a busy summer!) Earlier this month, for example, one of its essential subunits—the Subcommittee on Early Childhood, Elementary and Secondary Education and Healthy Families and Communities, or SECESEHFC—held lengthy hearings to determine new ways the United States Congress might accomplish one of its many important goals: the ''Prevention of Bullying.''

The subcommittee chairman, a congressman named Kildee, from Michigan, pointed out that last year, fully 75 percent of schools in the United States had reported an incident of bullying or worse.

''One incident is one too many,'' Kildee said, thoughtfully if not originally. ''We must do something immediately to address this widespread problem.''

With the ''prevention of bullying'' safely in the solution pipeline, the committee went on to do something immediately to address another widesperead problem. Apparently college students are getting private loans to fund their education. Last week the committee approved a bill that will put an end to all that.

The committee's vote accelerates a process that was begun under President Clinton. In 1994, Congress approved his idea of a Direct Lending Program for students who needed to borrow money to go to college. Before then the government had merely guaranteed student loans, which were originated and serviced by private banks selected by the government. The guarantee ensured that the ''private'' loans made huge profits for the banks, regardless of interest rates or default rates.

Guaranteed loans are a textbook example of crony capitalism or (if you prefer) corporate socialism: The government assumes all the risk while doling out contracts to favored businesses, who then reap the profits. With student loans, the lender gets preening rights in the bargain, marketing itself as a Merchant of Dreams, a benefactor of America's youth, a sweet-tempered Mr. Jaggers to a nation of eager Pips. In truth, the only people who like the system of guaranteed loans are the student loan industry—now handling more then $90 billion a year—and the congressmen whose districts contain large numbers of people who work in the student loan industry.

Direct lending eliminates these unctuous middlemen by encouraging students to borrow money directly from the federal government. The program semi-satisfies libertarians, who dislike cronyism, and thrills liberals, who believe the noble goal of universal college education should be uncorrepted by the yuckiness of money making. Liberal backers of direct lending believe, in effect, that there's room for only one merchant of Dreams around here, and it better be the federal government. Moreover, direct lending saves the government money—no really, it does—by reducing fees and other handling costs, savings which can then be passed on to the poor borrowers, though they never are.

The bill that passed out of committee last week completes the triumph of Clinton's program. The grandly titled Student Aid and Fiscal Responsibility Act of 2009 does away with the federal guarantee for student loans and brings them all under the care of Congress and fhe federal Department of Education, saving (say the committee's accountants) nearly $10 billion a year. The committee plans to rechannel more than half those savings to purposes other than financing higher education. But for a college student trying to make tuition, the most dramatic consequence is that federal direct lending will soon be the only kind of lending there is. Washington will be the lender of first and last resort.

Some students—or more likely, their parents—still take out private bank loans with no federal guarantees. This accounts for about 14 percent of the student loan market. But it's unclear how long that corner of the market can last, as the federal government slowly crowds out truly private lenders by offering customers lower interest rates, greater discounts, and easier eligibility rules. Most likely the private lenders will abandon the field altogether, and the last chance to build a genuinely competitive market in college loans will be lost.

Few will weep over that vanished opportunity—until, perhaps, they see what Congress does with the new power that has fallen into its lap. For whatever else the monopoly in direct lending accomplishes, it will greatly expand the number of young people who find themselves entangled with, and ultimately beholden to, the vast system of rewards and rebukes that the federal government has at hand. More than 65 percent of college students borrow money to go to college. That's a lot of guinea pigs.

We already have a foreshadowing of the possibilities. Congressmen are tinkerers, and they have been tinkering with federally backed student loans for years, hoping to push borrowers into doing things that congressmen find pleasing. The most interesting of their ideas was signed into law by President Bush. This shouldn't be a surprise, since by his second term Bush had proved a pretty ambitious tinkerer himself. The Public Service Loan Forgiveness Program of the College Cost Reduction and Access Act of 2007—such big titles you have, grandma!—was designed to let college students know what they should do once they got out of school.

Student borrowers can have their federal loans forgiven after 25 years, on the condition that they make a single minimum payment every 360 days. This is already a significant inducement to acquire a federal rather than a private loan. But the Public Service Loan Forgiveness Program goes a step further: You can have your loan forgiven after only 10 years, vastly reducing the total amount of money you pay for your college education—to below $5,000 in some cases—on three conditions. Your loan has to be handled directly by the government, with no contamination from private lenders; you have to meet a schedule of monthly minimum payments; and upon graduation you have to get the right kind of job.

The right kind of job turns out to be what's loosely called ''public service.'' In common discourse public service is already an elastic term, used mostly as a form of self-flattery, but seldom has the euphemism been stretched quite so far as it was in Bush's bill. Work for the government, any government—whether as an actuary, a diplomat, or a teacher; a social worker, a fighter pilot, or a forklift driver—and you qualify for the loan forgiveness. You qualify, too, if you take a job with any 501(c)(3) nonprofit organization: the Wilderness Society, U.S. Public Interest Research Group, the Rainbow Coalition, the Transgender Law and Policy Institute, even, theoretically, the Heritage Foundation. It doesn't matter if you're an agitator, lawyer, lobbyist, congressional aide, or a pavement-pounder hectoring passersby into signing petitions for Greenpeace. The important thing is, you can't be helping anyone turn a profit.

The first loans won't be forgiven till 2017, so there's no telling yet how many people are taking advantage of the program or how much it will cost. But it's clearly designed to cast a very wide net. Indeed, its definition of public service is so broad that only a certain kind of graduate would be denied this splendid perk of an almost-free education: the idiot who went to work in the world of buying, selling, inventing, making, and producing.

Though Bush couldn't have known it, his program anticipated the age that dawned this January. It fits the ambitions and tastes of the Obama era, especially as summarized on several occasions by the first lady. She and her husband are perhaps the most famous student-loan borrowers in history. She speaks often of the torment of living under the debt load they had accumulated in college (Princeton, Columbia) and law school (Harvard). In remarks first reported by Byron York in National Review, in February 2008, she was particularly graphic. Thanks to their student loans, the Obamas found themselves ''struggling to figure out how we would save for our kids.''

What placed them in this position, Mrs. Obama said, was their decision to ''move out of the moneymaking industry''—both had worked in corporate law—''into the helping industry.'' Again, the term ''helping'' is loosely defined: After leaving their law firms, he went to work for the Illinois state senate, she to Chicago city government and then a nonprofit hospital. ''We left corporate America, which is a lot of what we're asking young people to do,'' she said.

Recently she expanded on the theme. ''I went from college to law school to a big old fancy law firm,'' she told a group of Americorps workers, ''where I was making more money than both of my parents combined.'' But then came a revelation. ''I had to ask myself whether, if I died tomorrow, would I want this to be my legacy, working in a corporate firm, working for big companies? And when I asked myself the question, the resounding answer was, absolutely not.''

How great their struggles were, and to what extent the struggles were aggravated by college-loan payments, are open questions. From the time they left their moneymaking days behind, according to tax returns, the Obamas never had a combined yearly gross adjusted income of less than $207,000. Usually it was much more. (During those years in the helping industry, the Obamas donated 0.9 percent of their income to charity, presumably because, as the old saying goes, ''we gave at the office.'') By 2005, Mrs. Obama alone was making $315,000 a year as an industrial helper, directing ''community affairs'' at her hospital. Except for the bad timing, she could have had her loan debt scrubbed by President Bush's program.

One justification for the program is that people in the helping industry need the financial help, because of their low pay. But most people would consider the Obamas' income pretty good money. It turns out that public service, even strictly defined, doesn't necessarily require financial sacrifice. Neal McCluskey and Chris Edwards, of the libertarian Cato Institute (one of those public-serving nonprofits), have tried to show that government work, including public school teaching, compares favorably with work in the private sector, whether you count wages, benefits, or both. Using data from 2004, Edwards found that the average federal worker earned an average of 56 percent more than the average employee in the real economy.

So if public servants don't need their loans forgiven any more than do debtors in the private sector, what's the point of the Public Service Loan Forgiveness Program? Why provide an incentive for graduates to steer clear of the private workforce? Mrs. Obama's remarks capture the spirit behind the program. The implication isn't merely that nonprofit jobs are admirable. It's that they're always and everywhere more admirable than jobs in the world of commerce.

The logic closes like a pincer: The only loans available to students will be from the government; and the only way to get the most favorable terms on the loans will be to do what the lender likes. Of course, you don't have to work for Greenpeace or Amnesty International or AmeriCorps. But if you don't, you'll pay every penny of your student loan, plus interest, while your friends who made the right decision won't have to do that. No one's making anyone do anything. It's not a threat, it's a nudge. It's not an ultimatum, it's a suggestion. And it's certainly not bullying. Bullying is about to be made illegal.

I reserve the balance of my time.

Mr. POLIS. Madam Speaker, I yield 3 minutes to my colleague on the Committee on Education and Labor, the gentleman from New Jersey (Mr. HOLT).

Mr. HOLT. Madam Speaker, I thank the respected gentleman from Colorado.

I rise in full support of the Student Aid and Fiscal Responsibility Act, which would make college more affordable and accessible with a landmark investment in college aid. This will not cost taxpayers a dime by improving the

way that our student loan programs operate. In fact, we can expect a $10 billion savings for taxpayers. Our experience with the direct loan program has lasted two decades now, and it is a great success. Students like it, colleges like it, taxpayers like it. Let's expand it.

This legislation makes available $40 billion to increase the maximum Pell Grant scholarship from its current $5,500—a long way from the $4,000 where it was mired for a number of years—now to $6,900 by later in the decade. It would, in effect, double the number of students who receive Pell Grants in my home State of New Jersey. Further, by converting all new Federal loans to the stable and cost-efficient Direct Loan Program, the bill would help keep interest rates low on need-based Federal student loans.

I'm especially pleased that the bill provides billions to modernize and make our Nation's elementary and secondary schools more energy efficient, including a number of provisions that I'm pleased to have written. Finally, I strongly support the Early Learning Challenge Fund, the community college reforms, and the simplifications to the FAFSA forms that are also included in this bill. I want to thank Chairman MILLER for working with me to protect the Graduate Stafford Loan Program in this bill.

This is a good bill. Millions of students and parents support the goals of the bill. Let's answer their pleas for help and make colleges more affordable. No one can argue reasonably that now is not the time to improve accessibility and affordability of college. I urge support of this rule and the underlying bill.

Ms. FOXX. Madam Speaker, as proposed in President Obama's FY 2010 budget, H.R. 3221 eliminates the FFEL student loan program that has been the overwhelming choice of students and families for more than 40 years, replacing it with a government-run program. While Democrats continue to use government takeovers as a panacea to all economic problems, converting all student loans to government subsidized loans is just another way that Democrats are killing jobs, increasing government intrusion, and eroding the rights of the consumer. I will urge my colleagues to vote ''no'' on the rule and ''no'' on the underlying bill.

Madam Speaker, having no additional speakers on our side of the aisle, I yield back the balance of my time.

□ 1145

Mr. POLIS. Madam Speaker, overcrowded and crumbling schools threaten the safety and achievement of America's students and are an embarrassment for our education system.

Our schools are short of being in good condition by an estimated $255 billion. In my home State of Colorado, the backlog of school construction and maintenance needs has been estimated between $5.7 and $10 billion. That is why this legislation assists school districts with funds for school modernization, renovation, and repair projects that will create healthier, safer, and more energy-efficient teaching and learning climates.

Colorado will receive more than $42 million over the next 2 years under this bill. In 2006, I cochaired a successful campaign for a $300 million bond issue for the Boulder Valley School District in my school district to address the needs of our schools. But many low-income districts in Colorado don't have the capacity to finance the necessary school upgrades. That is why I am particularly pleased that this legislation addresses income disparities by allocating funds to States and districts based on their share of students from low-income families.

Most importantly, this legislation is fiscally responsible because it pays for itself. By ending subsidies currently given to banks and private lenders, this bill saves taxpayers $87 billion over 10 years, according to the Congressional Budget Office.

In addition to investing in our education system, this legislation also directs $10 million in savings back to the U.S. Treasury to help pay down the deficit and boost the fiscal health of the country our children will inherit. This legislation is yet another major step towards building a 21st century early childhood education system that will prepare the next generation of students for a lifetime of success.

In a global knowledge-based economy, our Nation cannot afford to waste talent and squander human capital. Each and every student who is ready and wants to go to college shouldn't give up because of the cost barriers that are in their way. This landmark legislation's historic investment in college scholarships provides increased educational opportunities to Americans across the board.

I talked to another student from the University of Colorado yesterday, Alexis Smith, who talked about her family's story. She grew up in a family with a small business in the Denver area. Their family earns between $40,000 and $60,000 a year, depending on the business. Like a lot of American families, they fall above a lot of the need-based scholarship programs and below the range that college is easily affordable. Alexis is graduating college with $25,000 in debt, including substantial credit card debt. She would not have been able to go to college without help from Pell Grants as well as Stafford loans, and her father is currently working 10 hours a day, 7 days a week at age 63 to help afford to put her and her brother through college. These are the kinds of sacrifices that Americans are willing to make.

The Federal Government is here as a partner. By passing this bill, we will be able to improve the student loan program and create savings that we can pass back along to the students in the form of increased availability of student loans as well as grants. That is why I strongly support this rule and the underlying legislation.

Madam Speaker, I yield back the balance of my time and I move the previous question on the resolution.

The previous question was ordered.

The SPEAKER pro tempore. The question is on the resolution.

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

Ms. FOXX. Madam 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 question will be postponed.

PROVIDING FOR CONSIDERATION OF H.R. 3246, ADVANCED VEHICLE TECHNOLOGY ACT OF 2009

Mr. POLIS. Madam Speaker, by direction of the Committee on Rules, I call up House Resolution 745 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 745

Resolved, That at any time after the adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 3246) to provide for a program of research, development, demonstration, and commercial application in vehicle technologies at the Department of Energy. The first reading of the bill shall be dispensed with. All points of order against consideration of the bill are waived except those arising under clause 9 or 10 of rule XXI. General debate shall be confined to the bill and shall not exceed one hour equally divided and controlled by the chair and ranking minority member of the Committee on Science and Technology. After general debate the bill shall be considered for amendment under the five-minute rule. It shall be in order to consider as an original bill for the purpose of amendment under the five-minute rule the amendment in the nature of a substitute recommended by the Committee on Science and Technology now printed in the bill. The committee amendment in the nature of a substitute shall be considered as read. All points of order against the committee amendment in the nature of a substitute are waived except those arising under clause 10 of rule XXI. Notwithstanding clause 11 of rule XVIII, no amendment to the committee amendment in the nature of a substitute shall be in order except those printed in the report of the Committee on Rules accompanying this resolution. Each such amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against such amendments are waived except those arising under clause 9 or 10 of rule XXI. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have

been adopted. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions.

SEC. 2. The Chair may entertain a motion that the Committee rise only if offered by the chair of the Committee on Science and Technology or his designee. The Chair may not entertain a motion to strike out the enacting words of the bill (as described in clause 9 of rule XVIII).

The SPEAKER pro tempore. The gentleman from Colorado is recognized for 1 hour.

Mr. POLIS. Madam Speaker, for the purposes of debate only, I yield the customary 30 minutes to the gentleman from Florida (Mr. LINCOLN DIAZ-BALART). All time yielded during consideration of the rule is for debate only.

GENERAL LEAVE

Mr. POLIS. Madam Speaker, I ask unanimous consent that all Members have 5 legislative days within which to revise and extend their remarks and to insert extraneous material into the RECORD.

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

There was no objection.

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

Madam Speaker, House Resolution 745 provides for a structured rule for consideration of H.R. 3246, the Advanced Vehicle Technology Act of 2009. This rule makes in order all three of the Republican amendments submitted to the Rules Committee for consideration as part of this bipartisan bill.

The Advanced Vehicle Technology Act of 2009 is an important part of this Congress' commitment to clean energy, job creation, and reducing our country's dependence on foreign oil. It recognizes what many of us know to be true: We need a significant boost in research and development of innovative vehicle technologies in order to become energy independent, to reduce the greenhouse gas emissions that threaten our planet, and to ensure that the American automobile industry remains viable. To that end, H.R. 3246 authorizes $2.85 billion over the next 5 years to strengthen and support advanced vehicle technology research at the Department of Energy.

While through other measures we have laid a foundation to increase the accessibility of public transportation—another critical component of reducing our emissions of global warming gases—and even in this bill we will invest in increasing the energy efficiency and reducing the costs of producing and operating these public transportation vehicles, in many parts of this country it is still necessary that the primary mode of transit is the automobile.

The expanse of rural America and suburban and exurban America simply require personal vehicles for work and for pleasure. The good news is that in this bill we will be able to capitalize on a movement that already exists. One need only look to the biodiesel co-ops of Iowa, where folks can buy clean, domestically produced fuel at costs frequently lower than the petroleum option, or companies such as Rocky Mountain Sustainable Enterprises founded and based in Boulder, Colorado, in my district. This company recycles waste vegetable oil, oil that would otherwise find its way to a landfill but instead has been used to power agricultural equipment and vehicles.

I am proud to say that this company will be opening a new facility in Fort Morgan, Colorado, in the district of my colleague and good friend, Representative BETSY MARKEY. This facility will enable this firm to produce enough fuel to continue providing to their agricultural clients while expanding to mass transit and passenger vehicle biodiesel.

All across the country, the biofuels industry is gearing up to provide the clean domestic fuel of America's future while providing good-paying jobs today. We need to help these companies grow, and we can do this by ensuring that vehicles made right here in America are prepared to use our domestically produced fuel.

America has had a long love affair with the automobile, and vehicles are continually becoming more efficient, more comfortable, easier to own and easier to maintain. This, by right, should continue. Through this legislation, we will make the investments required to ensure that the great tradition of the family summer road trip is available to future generations.

Madam Speaker, our domestic auto industry has had its difficulties these last few years. And I speak not only of the Big Three Detroit automakers, so iconic of the industry that grabbed many of the headlines, but also of the many companies, such as Delphi and many others, that create components for vehicles and employ hundreds of thousands of Americans. It is these smaller companies that have produced significant innovation. However, due to the economic crisis, rising operational costs, including health care for their employees, many of these companies have had to slow or shutter their research and development operations in order to afford to stay in business and keep their assembly lines running.

In order to navigate out of this recession back to manufacturing leadership, we need to have a compass of innovation. This bill before us today ensures that the best technologies, from electric drivetrains to clean diesel, are made available, and that vehicles driven in the United States are the cleanest and most efficient in the world.

We can further the technologies that are sponsored through this competitive process that will ensure that our dependence on foreign oil will be decreased and will increase demand for domestically produced renewable energy, creating jobs.

This bill is as good for the air and urban America as it is for the economy of rural America.

Madam Speaker, I reserve the balance of my time.

Mr. LINCOLN DIAZ-BALART of Florida. Madam Speaker, I would like to thank my friend, the gentleman from Colorado (Mr. POLIS), for the time, and I yield myself such time as I may consume.

The transportation sector of our economy accounts for a considerable portion of U.S. energy use and oil consumption. Our economy is extremely dependent on foreign sources of oil. We are subject to the extreme volatility of the gasoline market, not to mention the whims of dictators like Ahmadinejad and Chavez. That is why last year Members on this side of the aisle pushed for greater energy independence by advocating for new domestic energy sources as well as investments in the clean technologies of the future. Unfortunately, our efforts were ignored or shut down by the majority.

Although the majority decided to ignore and shut down our efforts to promote domestic energy sources, I believe we have to continue to work on this important issue. Congress must continue to make investments in alternative energy and promote its development and implementation. We need to have a diverse energy portfolio to sustain our economic growth. We must encourage the development of vehicles that run on electric, natural gas, and other alternative fuels.

We can move away from our dependence on foreign oil as a primary source of energy. Doing this is in our national interest, in terms of security, as well as our environmental interests.

For over two decades, the Department of Energy has funded various clean energy research activities on passenger vehicles and heavy duty trucks. While those programs have produced mixed results, I believe that Federal vehicle technology research and development programs will only be effective through robust partnerships with a wide variety of vehicle technology developers and manufacturers.

Madam Speaker, I have met with various experts in the energy field to discuss the development of sustainable transportation in the United States. In my conversations with those experts, including this last weekend with Michael Granoff with Better Place, I was educated regarding the efforts by our friends, the Israelis, to completely replace oil as an energy source in their economy.

□ 1200

Israel's efforts to replace oil are serious and extraordinary. We have to listen to experts like Mr. Granoff. We have to implement policies immediately that will lead to the development of electric automobiles. Massively throughout our economy, it needs to be done and it needs to be done now.

Unfortunately, Communist China is well advanced in the practical application and development of electric automobile technology. We are about to be

overtaken by a dangerous competitor in a major technology of the future, which may very well decide if we are able to remain an economic superpower. This is not something that we can take lightly. It's serious, and it deserves our urgent attention.

The underlying legislation being brought to the floor today, H.R. 3246, the Advanced Vehicle Technology Act, takes a small step in the right direction. It reiterates the importance of the Federal Government's role in funding and in coordinating research activities and in disseminating research findings in order to bring clean technology to passenger vehicles and to heavy trucks to reduce our Nation's dependence on petroleum, thus reducing emissions.

The legislation authorizes approximately $3 billion over the next 5 years for the Department of Energy to create a research program to help develop technologies that will substantially reduce or eliminate petroleum use in the Nation's vehicles. As part of this new program, the Department of Energy is required to collaborate with numerous sectors of the automotive industry.

Now, during yesterday's hearing in the Rules Committee, we heard testimony from both sides of the aisle on the underlying legislation. It was clear from the testimony that this legislation has great bipartisan support. Yet the majority in the Rules Committee felt it was necessary to offer a restrictive rule. I really don't know why. I know that the rule allows both of the minority amendments that were submitted to the Rules Committee; but, unfortunately, it forbids the consideration of three amendments submitted by Members of the majority party. I believe we should have allowed those amendments. We should have considered, in effect, this legislation under an open rule, a rule that allows for a truly free and full debate. The majority blocked our attempts to have such an open debate.

Really, I think it's a shame that the majority has, once again, blocked an open debate. Since this majority took over, Madam Speaker, in 2007, they have had one open rule on a nonappropriations bill. Unfortunately, it is standard operating procedure for this majority to block open debate on the House floor.

I reserve the balance of my time.

Mr. POLIS. Madam Speaker, again, this rule that we are proposing allows all three Republican amendments that were proposed to be made in order. I certainly appreciate the concern from the gentleman from Florida with regard to our Democratic amendments and the fact that we should have had more in the bill. We do have several that have been allowed as well.

I would like to yield 3 minutes to the gentleman from Florida (Mr. KLEIN).

Mr. KLEIN of Florida. I thank the gentleman from Colorado.

Madam Speaker, I rise in strong support of this rule and the underlying bill, the Advanced Vehicle Technology Act of 2009.

This legislation, which is supported by a bipartisan majority of this body and on behalf of the American people, makes an excellent and a smart investment in research that will catapult American ingenuity into new levels of competitiveness.

Now, for years, I know many people have said, Why haven't our car companies kept up? There were a lot of decisions along the way and a lot of reasons; but I think what we're doing today is taking a very, very important step for which many of us have been advocating for many, many years. I know a lot of people have said, Well, the technology must be there. It's just not being utilized. Maybe that's the case and maybe that isn't the case, but what's happening right now is something that many of us have been advocating for.

On December 5, 2008, in the Financial Services Committee where American automakers testified before Congress on their dire financial state, I, personally, had the opportunity to ask the automakers about whether they would support a process by which we could bring the best of technology, of the engineers and of the entrepreneurs together to really leapfrog. I mean, I'm a firm believer that American ingenuity is at the top. It's one of the strengths we have in our country. Fortunately, those car leaders at that time said yes.

Well, this bill takes that moment, that effort, and the financial resources and does what the gentleman from Florida said: it allows us to have a stake and a participation in advancing research. Whether through medical science or the automobile business, I think this is a role that we can play.

The New Democrat Coalition, in which I participate, followed up with a letter to the administration, stressing the themes of allowing there to be some resource commitment to this new electric and hybrid technology. I, along with many of my colleagues and many Americans, believe that our country's researchers and engineers can and will develop the engine technology that will leapfrog automakers from all over the world and will speedily deploy an electric car of the future.

The legislation today that we are considering accomplishes these goals by investing in a program that brings together these stakeholders from across the industry to develop this vehicle technology of tomorrow right here in the United States. I am confident that this technology and this program will provide automakers with the tools they need to lead the auto industry into a new generation of innovation.

Let me point out that section 101 contains language to ensure that grants do not fund duplicative efforts. This is essential to our commitment to fiscal responsibility. It saves taxpayer money because grant recipients will not be reinventing the wheel separately, but will be coming together efficiently.

I would like to commend my colleague, Congressman GARY PETERS, for introducing this legislation and Chairman BART GORDON for his leadership in bringing this legislation to the floor today.

I urge passage of this rule and the underlying bill.

Mr. LINCOLN DIAZ-BALART of Florida. Madam Speaker, I yield back the balance of my time.

Mr. POLIS. Madam Speaker, the question is how do we create and perfect the nonpetroleum technologies that the market wants, and the Advanced Vehicle Technology Act is part of the answer.

By jump-starting vehicle technology research, this bill puts American ingenuity to work in cleaning up our transportation sector and in protecting the planet. Electrifying vehicle systems, increasing engine durability, and developing waste-heat recovery systems are just a few of the many innovative technologies that this bill will support. At the same time, we know we need to take action today to fight global warming, to lessen our petroleum dependence, and to create jobs here in America. For that reason, this legislation before us emphasizes public-private partnerships that will help create jobs in private industry, not just in government offices.

There is a reason why this bill is supported by Ford Motor Company, Delphi, Caterpillar, GM, EcoMotors, the United Auto Workers, and the National Association of Manufacturers. H.R. 3246 means good jobs today developing and building the vehicle technologies of tomorrow.

When we can create jobs and cut our petroleum dependence at the same time, it's clear that we are making good policy, Madam Speaker. By this measure, the Advanced Vehicle Technology Act is the clearest and most straightforward kind of good policy. With this in mind, I urge my colleagues to support this very fair rule and the underlying legislation.

I would like to thank Representative PETERS, Representative BIGGERT and Chairman GORDON, as well as my colleagues on the Rules Committee and the committee staff of the Science and Technology Committee, for crafting this legislation that will increase the efficiency of our Nation's vehicle fleet while reducing our dependence on foreign oil.

I yield back the balance of my time and move the previous question on the resolution.

The previous question was ordered.

The resolution was agreed to.

A motion to reconsider was laid on the table.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, proceedings

will resume on questions previously postponed.

Votes will be taken in the following order:

Adopting H. Res. 746 and suspending the rules and adopting H. Res. 260.

The first electronic vote will be conducted as a 15-minute vote. The remaining electronic vote will be conducted as a 5-minute vote.

PROVIDING FOR CONSIDERATION OF H.R. 3221, STUDENT AID AND FISCAL RESPONSIBILITY ACT OF 2009

The SPEAKER pro tempore. The unfinished business is the vote on adoption of House Resolution 746, on which the yeas and nays were ordered.

The Clerk read the title of the resolution.

The SPEAKER pro tempore. The question is on the resolution.

The vote was taken by electronic device, and there were—yeas 241, nays 179, not voting 13, as follows:

[Roll No. 703]

YEAS—241

Abercrombie
Ackerman
Adler (NJ)
Altmire
Andrews
Arcuri
Baca
Baird
Baldwin
Barrow
Bean
Becerra
Berkley
Berman
Berry
Bishop (NY)
Blumenauer
Boccieri
Boren
Boswell
Boucher
Brady (PA)
Braley (IA)
Bright
Brown, Corrine
Butterfield
Capps
Capuano
Cardoza
Carnahan
Carney
Carson (IN)
Castor (FL)
Chandler
Childers
Chu
Clarke
Clay
Cleaver
Clyburn
Cohen
Connolly (VA)
Cooper
Costa
Costello
Courtney
Crowley
Cuellar
Cummings
Dahlkemper
Davis (AL)
Davis (CA)
Davis (IL)
Davis (TN)
DeFazio
Delahunt
DeLauro
Dicks
Dingell
Doggett
Donnelly (IN)
Doyle
Driehaus
Edwards (MD)
Edwards (TX)
Ellison
Ellsworth
Engel
Eshoo
Farr
Fattah
Filner
Foster
Frank (MA)
Fudge
Giffords
Gonzalez
Gordon (TN)
Grayson
Green, Al
Green, Gene
Grijalva
Gutierrez
Hall (NY)
Halvorson
Hare
Harman
Hastings (FL)
Heinrich
Herseth Sandlin
Himes
Hinchey
Hinojosa
Hirono
Hodes
Holden
Holt
Honda
Hoyer
Inslee
Israel
Jackson (IL)
Jackson-Lee (TX)
Johnson (GA)
Johnson, E.B.
Kagen
Kanjorski
Kaptur
Kennedy
Kildee
Kilpatrick (MI)
Kilroy
Kind
Kirkpatrick (AZ)
Kissell
Klein (FL)
Kosmas
Kucinich
Langevin
Larsen (WA)
Larson (CT)
Lee (CA)
Levin
Lewis (GA)
Lipinski
Loebsack
Lofgren, Zoe
Lowey
Luján
Lynch
Maffei
Maloney
Markey (CO)
Markey (MA)
Marshall
Massa
Matheson
Matsui
McCarthy (NY)
McCollum
McDermott
McGovern
McIntyre
McMahon
McNerney
Meek (FL)
Meeks (NY)
Melancon
Michaud
Miller (NC)
Miller, George
Minnick
Mitchell
Mollohan
Moore (WI)
Moran (VA)
Murphy (CT)
Murphy (NY)
Murphy, Patrick
Murtha
Nadler (NY)
Napolitano
Neal (MA)
Nye
Oberstar
Obey
Olver
Ortiz
Pallone
Pascrell
Pastor (AZ)
Payne
Perlmutter
Perriello
Peters
Peterson
Pingree (ME)
Polis (CO)
Pomeroy
Price (NC)
Quigley
Rahall
Rangel
Reyes
Richardson
Rodriguez
Ross
Rothman (NJ)
Roybal-Allard
Ruppersberger
Rush
Ryan (OH)
Salazar
Sanchez, Loretta
Sarbanes
Schakowsky
Schauer
Schiff
Schrader
Schwartz
Scott (GA)
Scott (VA)
Serrano
Shea-Porter
Sherman
Shuler
Sires
Skelton
Slaughter
Smith (WA)
Snyder
Space
Speier
Spratt
Stark
Stupak
Sutton
Taylor
Teague
Thompson (CA)
Thompson (MS)
Tierney
Titus
Tonko
Towns
Tsongas
Van Hollen
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters
Watson
Watt
Waxman
Weiner
Welch
Wexler
Woolsey
Wu
Yarmuth

NAYS—179

Aderholt
Akin
Alexander
Austria
Bachmann
Bachus
Bartlett
Barton (TX)
Biggert
Bilbray
Bilirakis
Bishop (UT)
Blackburn
Blunt
Boehner
Bono Mack
Boozman
Boustany
Boyd
Brady (TX)
Broun (GA)
Brown (SC)
Brown-Waite, Ginny
Buchanan
Burgess
Burton (IN)
Buyer
Calvert
Camp
Campbell
Cantor
Cao
Capito
Carter
Cassidy
Castle
Chaffetz
Coble
Coffman (CO)
Cole
Conaway
Crenshaw
Davis (KY)
Deal (GA)
Dent
Diaz-Balart, L.
Diaz-Balart, M.
Dreier
Duncan
Ehlers
Emerson
Etheridge
Fallin
Flake
Fleming
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Gallegly
Garrett (NJ)
Gerlach
Gingrey (GA)
Gohmert
Goodlatte
Granger
Graves
Griffith
Guthrie
Hall (TX)
Harper
Hastings (WA)
Heller
Hensarling
Herger
Hill
Hoekstra
Hunter
Inglis
Issa
Jenkins
Johnson (IL)
Johnson, Sam
Jones
Jordan (OH)
King (IA)
King (NY)
Kingston
Kirk
Kline (MN)
Kratovil
Lamborn
Lance
Latham
LaTourette
Latta
Lee (NY)
Lewis (CA)
Linder
LoBiondo
Lucas
Luetkemeyer
Lummis
Lungren, Daniel E.
Mack
Manzullo
Marchant
McCarthy (CA)
McCaul
McClintock
McCotter
McHenry
McKeon
McMorris Rodgers
Mica
Miller (FL)
Miller (MI)
Miller, Gary
Moore (KS)
Moran (KS)
Murphy, Tim
Myrick
Neugebauer
Nunes
Olson
Paul
Paulsen
Pence
Petri
Pitts
Platts
Poe (TX)
Posey
Price (GA)
Putnam
Radanovich
Rehberg
Reichert
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rohrabacher
Rooney
Ros-Lehtinen
Roskam
Royce
Ryan (WI)
Scalise
Schock
Sensenbrenner
Sessions
Shadegg
Shimkus
Shuster
Simpson
Smith (NE)
Smith (NJ)
Smith (TX)
Souder
Stearns
Sullivan
Terry
Thompson (PA)
Thornberry
Tiahrt
Tiberi
Turner
Upton
Walden
Wamp
Westmoreland
Whitfield
Wilson (SC)
Wittman
Wolf
Young (AK)
Young (FL)

NOT VOTING—13

Barrett (SC)
Bishop (GA)
Bonner
Conyers
Culberson
DeGette
Higgins
McHugh
Sánchez, Linda T.
Schmidt
Sestak
Tanner
Wilson (OH)

□ 1234

Messrs. WITTMAN, PETRI, MOORE of Kansas, and MACK changed their vote from ''yea'' to ''nay.''

So the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

SUPPORTING EFFORTS TO REDUCE INFANT MORTALITY

The SPEAKER pro tempore. The unfinished business is the vote on the motion to suspend the rules and agree to the resolution, H. Res. 260, as amended, on which the yeas and nays were ordered.

The Clerk read the title of the resolution.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Tennessee (Mr. COHEN) that the House suspend the rules and agree to the resolution, H. Res. 260, as amended.

This will be a 5-minute vote.

The vote was taken by electronic device, and there were—yeas 415, nays 0, not voting 18, as follows:

[Roll No. 704]

YEAS—415

Abercrombie
Ackerman
Aderholt
Adler (NJ)
Akin
Alexander
Altmire
Andrews
Arcuri
Austria
Baca
Bachmann
Bachus
Baird
Baldwin
Barrow
Bartlett
Barton (TX)
Bean
Becerra
Berkley
Berman
Berry
Biggert
Bilbray
Bilirakis
Bishop (NY)
Bishop (UT)
Blackburn
Blumenauer
Blunt
Boccieri
Boehner
Bono Mack
Boozman
Boren
Boswell
Boucher
Boustany
Boyd
Brady (PA)
Brady (TX)
Braley (IA)
Bright
Broun (GA)
Brown (SC)
Brown, Corrine
Brown-Waite, Ginny
Buchanan
Burgess
Burton (IN)
Butterfield
Buyer
Calvert
Camp
Campbell
Cantor
Cao
Capito
Capuano
Carnahan
Carney
Carson (IN)
Carter
Cassidy
Castle
Castor (FL)
Chaffetz
Chandler
Childers
Chu
Clarke
Clay
Cleaver
Clyburn
Coble
Coffman (CO)
Cohen
Cole
Conaway
Connolly (VA)
Cooper
Costello
Courtney
Crenshaw
Crowley
Cuellar
Cummings
Dahlkemper
Davis (AL)
Davis (CA)
Davis (IL)
Davis (KY)
Davis (TN)
Deal (GA)
DeFazio
DeGette
Delahunt
Dent
Diaz-Balart, L.
Diaz-Balart, M.
Dicks
Dingell
Doggett
Donnelly (IN)
Doyle
Dreier
Driehaus
Duncan
Edwards (MD)
Edwards (TX)
Ehlers
Ellison
Ellsworth
Emerson
Engel
Eshoo
Etheridge
Fallin
Farr
Fattah
Filner
Flake
Fleming
Forbes
Fortenberry
Foster
Foxx
Frank (MA)
Franks (AZ)
Frelinghuysen
Fudge
Gallegly
Garrett (NJ)
Gerlach
Giffords
Gingrey (GA)
Gohmert
Gonzalez
Goodlatte
Gordon (TN)
Granger
Graves
Grayson
Green, Al
Green, Gene
Griffith
Grijalva
Guthrie
Gutierrez
Hall (NY)
Hall (TX)
Halvorson
Hare
Harman
Harper
Hastings (FL)
Hastings (WA)
Heinrich
Heller
Hensarling
Herger
Herseth Sandlin
Hill
Himes
Hinchey
Hinojosa
Hirono
Hodes
Hoekstra
Holden
Holt
Honda
Hoyer
Hunter
Inglis
Inslee
Israel
Issa
Jackson (IL)
Jackson-Lee (TX)
Jenkins
Johnson (GA)
Johnson (IL)
Johnson, E.B.
Johnson, Sam
Jones
Jordan (OH)
Kagen
Kanjorski
Kaptur
Kennedy

Kildee	Miller, George	Schauer
Kilpatrick (MI)	Minnick	Schiff
Kilroy	Mitchell	Schock
Kind	Mollohan	Schrader
King (IA)	Moore (KS)	Schwartz
King (NY)	Moore (WI)	Scott (GA)
Kingston	Moran (KS)	Scott (VA)
Kirk	Moran (VA)	Sensenbrenner
Kirkpatrick (AZ)	Murphy (CT)	Serrano
Kissell	Murphy (NY)	Sessions
Klein (FL)	Murphy, Patrick	Shadegg
Kline (MN)	Murphy, Tim	Shea-Porter
Kosmas	Murtha	Sherman
Kratovil	Myrick	Shimkus
Kucinich	Nadler (NY)	Shuler
Lamborn	Napolitano	Shuster
Lance	Neugebauer	Simpson
Langevin	Nunes	Sires
Larsen (WA)	Nye	Skelton
Larson (CT)	Oberstar	Slaughter
Latham	Obey	Smith (NE)
LaTourette	Olson	Smith (NJ)
Latta	Olver	Smith (TX)
Lee (CA)	Ortiz	Smith (WA)
Lee (NY)	Pallone	Snyder
Levin	Pascrell	Souder
Lewis (CA)	Pastor (AZ)	Space
Lewis (GA)	Paul	Speier
Linder	Paulsen	Spratt
Lipinski	Payne	Stark
LoBiondo	Pence	Stupak
Loebsack	Perlmutter	Sullivan
Lowey	Perriello	Sutton
Lucas	Peters	Taylor
Luetkemeyer	Peterson	Teague
Luján	Petri	Terry
Lummis	Pingree (ME)	Thompson (CA)
Lungren, Daniel E.	Pitts	Thompson (MS)
	Platts	Thompson (PA)
Lynch	Poe (TX)	Thornberry
Mack	Polis (CO)	Tiahrt
Maffei	Pomeroy	Tiberi
Maloney	Posey	Tierney
Manzullo	Price (NC)	Titus
Marchant	Putnam	Tonko
Markey (CO)	Quigley	Towns
Markey (MA)	Radanovich	Tsongas
Marshall	Rahall	Turner
Massa	Rangel	Upton
Matheson	Rehberg	Van Hollen
Matsui	Reichert	Velázquez
McCarthy (CA)	Reyes	Visclosky
McCarthy (NY)	Richardson	Walden
McCaul	Rodriguez	Walz
McClintock	Roe (TN)	Wamp
McCollum	Rogers (AL)	Wasserman Schultz
McCotter	Rogers (KY)	
McDermott	Rogers (MI)	Waters
McGovern	Rohrabacher	Watson
McHenry	Rooney	Watt
McIntyre	Ros-Lehtinen	Waxman
McKeon	Roskam	Weiner
McMahon	Ross	Welch
McMorris Rodgers	Rothman (NJ)	Westmoreland
	Roybal-Allard	Wexler
McNerney	Royce	Whitfield
Meek (FL)	Ruppersberger	Wilson (OH)
Meeks (NY)	Rush	Wilson (SC)
Melancon	Ryan (OH)	Wittman
Mica	Ryan (WI)	Wolf
Michaud	Salazar	Woolsey
Miller (FL)	Sanchez, Loretta	Wu
Miller (MI)	Sarbanes	Yarmuth
Miller (NC)	Scalise	Young (AK)
Miller, Gary	Schakowsky	Young (FL)

NOT VOTING—18

Barrett (SC)	Culberson	Sánchez, Linda T.
Bishop (GA)	Higgins	
Bonner	Lofgren, Zoe	Schmidt
Capps	McHugh	Sestak
Cardoza	Neal (MA)	Stearns
Conyers	Price (GA)	Tanner
Costa		

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (during the vote). Members are reminded there are 2 minutes remaining in this vote.

□ 1243

So (two-thirds being in the affirmative) the rules were suspended and the resolution, as amended, was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

REMOVAL OF NAME OF MEMBER AS COSPONSOR OF H.R. 3251

Ms. FALLIN. Madam Speaker, I ask unanimous consent to remove my name as a cosponsor for H.R. 3251.

The SPEAKER pro tempore (Ms. BALDWIN). Is there objection to the request of the gentlewoman from Oklahoma?

There was no objection.

□ 1245

GENERAL LEAVE

Mr. GORDON of Tennessee. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material on the bill, H.R. 3246.

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

There was no objection.

ADVANCED VEHICLE TECHNOLOGY ACT OF 2009

The SPEAKER pro tempore. Pursuant to House Resolution 745 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the consideration of the bill, H.R. 3246.

□ 1245

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the State of the Union for the consideration of the bill (H.R. 3246) to provide for a program of research, development, demonstration and commercial application in vehicle technologies at the Department of Energy, with Mr. PIERLUISI in the chair.

The Clerk read the title of the bill.

The CHAIR. Pursuant to the rule, the bill is considered read the first time.

The gentleman from Tennessee (Mr. GORDON) and the gentleman from Texas (Mr. HALL) each will control 30 minutes.

The Chair recognizes the gentleman from Tennessee.

Mr. GORDON of Tennessee. Mr. Chairman, I yield myself such time as I may consume.

H.R. 3246, the Advanced Vehicle Technology Act of 2009, is authored by the gentleman from Michigan (Mr. PETERS) and co-sponsored by our colleague from Illinois (Mrs. BIGGERT). This legislation provides a comprehensive authorization for long-term, sustained funding of public-private vehicle research, development, demonstration and commercial application activities in the Department of Energy Vehicle Technologies Program.

From passenger cars to heavy duty long-haul trucks, we are all aware of the economic, environmental, and strategic importance of diversifying our Nation's vehicle sector through innovation in cleaner and more efficient technologies.

However, the current economic situation has made it all the more difficult for companies to invest in the research and technology development to get us there. Department of Energy programs play an invaluable role in filling this critical gap.

This bill provides a critical foundation of support to ensure U.S. leadership in developing and producing the next generation of advanced vehicle technologies. The bill instructs the Secretary to continue support for longer-term higher-risk technologies such as hydrogen, while recognizing the importance of research in areas that can deliver significant improvements in the near term, such as vehicle electrification.

It also makes important investments in areas such as vehicle manufacturing and medium- to heavy-duty vehicles research. It accomplishes this goal through continued partnership with industry and strengthened DOE coordination with other Federal research agencies.

This is a bipartisan bill reported from the Science and Technology Committee which incorporated a number of our Republican colleagues' suggestions. It follows on recommendations of the National Academies of Science and a diverse group of stakeholders and is endorsed by the likes of the Alliance of Automobile Manufacturers, GM, Ford, Chrysler, the UAW, Motor and Equipment Manufacturers Association, the National Association of Manufacturers, and the U.S. Chamber of Commerce, among many others.

After a very productive and bipartisan process in the committee, I am looking forward to a constructive floor debate and passage of this very important bill.

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

Mr. HALL of Texas. Mr. Chairman, I yield myself such time as I may consume.

I rise today in support of H.R. 3246, the Advanced Vehicle Technology Act of 2009. It has the stated objective to develop technologies that improve efficiency and emissions of vehicles, reduces reliance on petroleum, and supports vehicle manufacturing in the United States. Among other things, it develops cost-effective vehicle technologies for wide-scale utilization, enhanced commercial and passenger vehicle performance, allows for greater consumer choice, shortens technology penetration times, ensures balance and diversity in Federal R&D investment, strengthens public-private R&D partnerships, and probably many other things.

I would like to thank Congressman PETERS for the good job he did working with us and working with the Science

Committee on this bill, and for incorporating our suggestions and the suggestions of our chairman into his manager's amendment for ways to improve the bill during the full committee markup, including a provision in Title I that requires the Secretary to ensure that activities do not duplicate those of other programs within the Department of Energy or other relevant research agencies. In our country's tough financial situation, we want to ensure that taxpayer dollars are being used efficiently and responsibly and not being wasted or mismanaged as well.

The manager's amendment, agreed to in the full committee, included bipartisan language supportive of applied and basic research and development of hydrogen and natural gas vehicle technologies.

Congressman TEAGUE offered an amendment that seemed to reiterate the spirit of comity, but it was unfortunately not made in order by a party-line vote at the Rules Committee hearing yesterday.

As I said during the full committee markup, the cost of the bill gives me some pause; but I understand the costs associated with the level, degree, and scope of the bill that deals with research, development, and commercial application activities on materials, technologies, and processes of not only passenger vehicles, but also medium- to heavy-duty commercial and transit vehicles, including long-haul class 8 truck and trailer platforms.

With that said, I plan to vote for an amendment that will be offered by Representative BROUN of Georgia to reduce the authorization amount in the bill by $650 million.

The transportation sector uses 67.9 percent of the petroleum that is used in our country. If we want to reduce or wean our dependence on foreign sources of oil, we are going to need technological advances in the vehicles that Americans drive to help us reach that goal. The bill before us today will certainly help to achieve these advances.

I reserve the balance of my time.

Mr. GORDON of Tennessee. Mr. Chairman, I yield 3 minutes to the author of this excellent piece of legislation, Mr. GARY PETERS from Michigan, and concur with Mr. HALL in saying that he did a terrific job in reaching out to all parties to make this a bipartisan bill that has great support both here in Congress, as well as throughout industry.

Mr. PETERS. Mr. Chairman, I thank Chairman GORDON for those kind words.

It is no secret that the global economic crisis has had an absolutely devastating impact on the automobile industry. Automobile and truck manufacturers and parts suppliers around the globe are struggling to deal with substantially decreased demand in vehicle sales.

At the same time, we are in the midst of a transformation to a more energy-independent economy which will require the production of new vehicle technologies that will increase fuel efficiency and reduce harmful emissions. Development of advanced technologies for both heavy duty trucks and passenger vehicles is of vital national interest and requires a coordinated effort at the Federal level.

That is why I am proud to have worked with Chairman GORDON to introduce the Advanced Vehicle Technology Act of 2009. This legislation will build upon the current research efforts of the Department of Energy and the private sector by providing an increased Federal investment in passenger and heavy duty vehicle research and development.

By directing the Department of Energy to partner with industry stakeholders and agencies across the Federal Government, the bill will ensure that our investment leverages the maximum amount of talent and innovation and leads to faster development of new technologies that will help us meet our energy challenges and promote American innovation in the advanced vehicle technologies field.

There is intense global competition right now to determine which countries will produce the cars and trucks of the future. There is no doubt that in the years ahead more Americans will be driving hybrids, plug-in hybrids, battery electric vehicles, and cars and trucks powered by hydrogen fuel cells. The only question is whether these new technologies will be researched, developed, and manufactured here in United States, creating American jobs, or whether this technology will be built overseas. The Advanced Vehicle Technology Act will help ensure that the American automobile industry will continue to be globally competitive and that we as a Nation will not trade our dependence on foreign oil for a dependence on foreign batteries and other emerging technology.

This legislation has strong support from industry. It has been endorsed by the United States Chamber of Commerce and by the National Association of Manufacturers, who understand how important it is for our Nation to maintain its competitiveness in research and development and emerging technology in order to preserve our manufacturing base.

H.R. 3246 has been endorsed by the Alliance of Automobile Manufacturers and by individual automakers like Chrysler, General Motors, Ford, and Daimler. It is strongly supported by the Motor and Equipment Manufacturers Association, which is the industry trade group representing auto parts suppliers, as well as key suppliers based in my congressional district like ArvinMeritor, Magna International, Delphi and Bosch.

I am also proud to report that this bill has the support of organized labor, including my good friends at the United Auto Workers, and from the environmental community as well, including such organizations as the League of Conservation Voters, the Natural Resources Defense Council, and the Sierra Club.

The CHAIR. The gentleman's time has expired.

Mr. GORDON of Tennessee. I yield the gentleman an additional 30 seconds.

Mr. PETERS. This bill's broad support includes the steel industry, which is excited by the opportunities this legislation will create for them to partner with the Federal Government on research projects that will continue to make steel lighter and stronger. High-mileage cars will need to reduce weight while keeping passengers safe, and the steel industry can and must play an important role in helping us achieve that goal.

I thank Chairman GORDON and his staff for leadership on this legislation and for their helpfulness to both me and to my staff. And I would also like to thank my Republican colleagues on the Science Committee, especially Mrs. BIGGERT, for working with me to improve this important bill. And I would also like to thank the Democratic leadership, and in particular Majority Leader HOYER, for working on this bill.

The Advanced Vehicle Technology Act will help reduce our Nation's dependence on foreign oil and preserve and create manufacturing jobs in Michigan and across the country. I encourage my colleagues to support H.R. 3246.

Mr. HALL of Texas. Mr. Chairman, I yield 5 minutes to the gentleman from Indiana (Mr. SOUDER).

(Mr. SOUDER asked and was given permission to revise and extend his remarks.)

Mr. SOUDER. Mr. Chairman, I want to thank my friend from Texas.

I strongly support this bill, but I do so with some reservations. I would like to discuss some of the pressures that the government has put on a region like mine. My district is number one in manufacturing jobs and number one in percent in manufacturing, and actually gained slightly over number two last year because we lost fewer jobs than other areas of the country in manufacturing.

Without core value-added industries, our country is in deep trouble. I grew up in retailing. Retailing and service industry and so on circulate the money among themselves. To add value to our country, it can be in software, it can be in manufacturing or agriculture, but it has to be something that has a value-added addition to the economy.

Now, the challenge we have in our country, for a variety of reasons, to improve our environment, to improve the safety of our workers, to make sure we have pensions and health care, our costs have soared compared to our international competition because government has put additional pressures because we as a society felt they should be there.

But that means as the companies in my district go to make a product, they

start with costs that are higher than other countries start in their costs. We then watch China cheat on the currency, anywhere from 20 to 80 percent, and we expect our manufacturers who are already disadvantaged in price competition to compete with countries that don't even play fair in international currency that further artificially lower their prices.

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Now the challenge we have is that when we make a car or a pickup, we start with a huge disadvantage in price, and then compound that with currency changes, and then we wind up trying to sell more value-added units. In other words, just like a house gets most of the profits from adding a bigger kitchen, a bigger bedroom, we get value from making bigger cars, making bigger trucks, making SUVs and vans, in order to pay pensions and health care.

Then, all of a sudden, the world shifts. We start to mandate that you're going to have to get higher mileage. And where are we to get R&D dollars to do that? How are we to reduce the cost to be able to compete; that as we look at the cap-and-tax bill in my area, the number one manufacturing area, we're 85 percent coal and 15 percent nuclear. We don't have a lot of wind and solar that's going to be able to employ many of these people who had a middle class lifestyle, the American Dream, because they worked at these different factories, they worked to upgrade them. They're doing every lean management technique they can possibly do in these companies. How are they supposed to keep their jobs if we raise the energy costs in the manufacturing area of the United States?

It's not an accident that the four districts hardest hit are my district, Congressman DONNELLY's in the South Bend area, Congressman LATTA, just over to the other side of Ohio, and Congressman JORDAN's, because of the energy use we have, combined with the heavy manufacturing.

Then we look at additional health care costs on these companies. The question becomes how to survive. They have no dollars for the R&D to meet these new demands. A bill like this, then, becomes essential. We don't really have money right now to spend. In case anybody hasn't figured out, we have incredible deficits.

I don't believe that this is really the role predominantly for the Federal Government to do. But I'm now left representing a district that, unless the Federal Government does this, and having piled on the mandates and having allowed China to cheat in international trade, unless we do this, I don't know how we survive. I don't know how the people in my district survive.

This program authorizes $2.85 billion to conduct vehicle research and development. It has $1.75 billion to create a new demonstration program to find commercial applications to reduce or eliminate petroleum use and emissions in passenger and commercial vehicles. There's $1.1 billion to implement a similar program that applies to medium- and heavy-duty commercial vehicles.

I first want to thank my neighbor, friend, and colleague—it shows that you can do things in a bipartisan way—Congressman JOE DONNELLY, along with Congressman DEFAZIO, for making sure that RVs were included in this. Between us, we have 58 percent—between JOE and I, and then Congressman DEFAZIO has another chunk—of the RV industry in America.

This is a huge challenge. Guess what? Not only do you have these motor homes, of which 12 percent, I believe, of American people own either a towable or a mobile home, but you have to have a big vehicle to tow them. You can't tow them with a little, tiny car. We've got to figure out how we're going to deal with the mileage in that.

I also have the largest pickup plant in the United States, a Silverado and Sierra pickup plant that's actually getting a plus-up that is heavily robotics. But they need the technology, even though they're some of the most efficient pickups sold by any company. If they're going to compete with the mileage standards and GM is going to survive, they need to find new breakthroughs.

Navistar has just contracted to build electric delivery trucks in an abandoned RV plant in Elkhart County in Wakarusa, in my district. Alcoa, in Auburn, in my district, is working with aluminum to try to reduce the weight of the vehicles.

The CHAIR. The time of the gentleman has expired.

Mr. HALL of Texas. Mr. Chairman, I'm glad to yield 3 more minutes to the gentleman, knowing of his interest in the RV industry, and his support.

Mr. SOUDER. As we heard in steel, in my area I have two massive SDI, Steel Dynamics plants, as well as a whole bunch of supplementary facilities from OmniSource and others who provide recycled steel to them.

I have five Nucor facilities in my district, that if our steel is going to compete and get the weight down and get different methods, we're going to have to have more innovation and research.

Navistar also at this point has around 1,350 to 1,500 jobs in my area doing engineering and designing big trucks, military vehicles. We have a challenge in this in the military area, too, because the Humvee is done in Congressman DONNELLY's district, but the engine blocks and the hood and a lot of those parts that we're constantly struggling with on weight, are in my district as well.

I rise in support of this bill, even though I'm reluctant to have the government take over big parts of the R&D industry. We're in fact seeing other countries do this around the world. I don't know how we're going to achieve our goals to become greener, to get more efficient vehicles to help save our industrial base in the United States, if we don't do this.

So I rise in support of this. It's why the manufacturing groups support it, why the Chamber supports it, it's why the unions support it, because without some assistance it is not clear how in the world we're going to save the manufacturing jobs in America that are so critical to the industrial base.

And one last point. The industrial base that does the trucks, that does the RVs, that does the pickups, also does our military. And if we don't have the basic core manufacturing, it is not clear how we stay an independent Nation.

Mr. GORDON of Tennessee. Mr. Chairman, I yield such time as he may consume to the dean of the United States House of Representatives, and my mentor, the gentleman from Michigan (Mr. DINGELL).

(Mr. DINGELL asked and was given permission to revise and extend his remarks.)

Mr. DINGELL. I rise to thank my dear friend, the gentleman from Tennessee, for his courtesy to me and for the expeditious way in which he has handled this bill. The Nation owes him a debt for this and for many other things. And I thank him.

I also rise in strong support of H.R. 3246, the Advanced Vehicle Technology Act of 2009. I want to commend my colleague from Michigan, Mr. PETERS, for the superb work that he and his staff have done on this important piece of legislation. And I want to also thank my colleagues on the Republican side, including the Republican coauthors and my good friend, the ranking minority member of the committee, the gentleman from Texas (Mr. HALL).

The bill that we consider today is going to help America to grasp the new technology in automobile manufacturing and save jobs and opportunities for our people in the future.

It will augment the Department of Energy's ability to research and to develop advanced technologies, which are necessary for the fuel-efficient vehicles of tomorrow. I take no small degree of personal interest in this subject, as several of the companies, such as A123 Systems, are located in my district, and they will produce new types of technologies under H.R. 3246 which will help them to foster these efforts, which are so much in our national interest.

Not only do these technologies have the potential to reduce vehicle fleet emissions and national fuel consumption, freeing us from dependence on foreign oil, but also their production represents a growth industry, something of which my home State, Michigan, and which the entire country is in great need. H.R. 3246 is therefore both an environmental and an economic blessing.

I urge my colleagues to vote in support of H.R. 3246, and I commend, again, my dear friend from Tennessee

and my friend from Michigan for their authorship and for their leadership of this important matter.

Mr. HALL of Texas. Mr. Chairman, I continue to reserve the balance of my time.

Mr. GORDON of Tennessee. Mr. Chairman, I yield 1½ minutes to my friend, the gentleman from Connecticut (Mr. LARSON).

Mr. LARSON of Connecticut. Thank you, Mr. Chairman. I rise in strong support of H.R. 3246, the Advanced Vehicle Technology Act, and I want to especially applaud Congressman PETERS and Chairman GORDON, who I have had the honor to serve with on the Science Committee, and the distinguished ranking member, Mr. HALL, for his continued and outstanding commitment to science and technology and innovation. That's what moves the Nation forward. It's where his political career has been invested, in making sure that we continue to see America be the preeminent military, social, cultural, and economic leader in the world, and largely because of the embrace of technology and innovation like fuel cell technology.

We know, for example, that every time we replace a gasoline-powered bus with a fuel cell bus, it's equal to removing 77 cars from our roadways.

Hydrogen and fuel cell industries support in Connecticut some 2,100 jobs. With the vision that the chairman has laid out, that will only increase and expand across this country.

We had a young visionary President in the sixties who said that we could put a man on the moon within 10 years. We actually did it in nine. With this technology embracing the most abundant element in the universe, you can't tell me that we can't heat and cool our buildings and get people back and forth to their jobs if we make the appropriate investment.

When you look at the certification from NASA of our ability to utilize fuel cell technology in flight and also in our space station, you understand the great potential that it has. But unless you have the backing of a visionary leader like BART GORDON, it will not come to fruition.

The CHAIR. The time of the gentleman has expired.

Mr. GORDON of Tennessee. I yield the gentleman an additional 30 seconds.

Mr. LARSON of Connecticut. So, again, Mr. Chairman, I would like to thank you and the committee for your commitment to this very important technology that seeks to advance our country and wean ourselves from dependency on foreign nations and help bring our troops home.

Mr. HALL of Texas. May I ask how much time I have? I continue to reserve, and I want to see if I might let the chairman have some of my time, if he needs it. He apparently has half a dozen or so other speakers over there.

The CHAIR. The gentleman from Texas has 21½ minutes.

Mr. HALL of Texas. I reserve the balance of my time

Mr. GORDON of Tennessee. Thank you, Mr. HALL. Mr. Chairman, I yield 2 minutes to a member of our committee, the gentleman from New York (Mr. TONKO).

Mr. TONKO. I rise today in support of H.R. 3246, the Advanced Vehicle Technology Act. H.R. 3246 supports the key public policy goals of improving our Nation's energy security and our environment. Specifically, this legislation encourages research and development for a diverse range of near-term and long-term vehicle electrification technologies that will improve vehicle fuel efficiency, reduce emissions, and support the United States manufacturing and American workers.

We must address our energy problems as we continue to address our economic problems. By doing so, I believe we can ensure that while our economy recovers, we will be competitive and secure in the energy sector as well. The passage of H.R. 3246 is indeed vital to addressing both of these concerns.

As Congress moves through this session, we must continue to pass policies that will promote energy efficiency—policies which drill and mine efficiencies as we previously drilled for oil and mined for coal.

Finally, we must continue to invest in research and development to ensure that our United States are at the forefront of the energy revolution: Creating jobs, embracing intellectual capacity, and promoting clean domestic energy.

I urge my colleagues to join me today and vote in favor of H.R. 3246. I commend the sponsor for his vision.

Mr. HALL of Texas. Mr. Chairman, I yield 3 minutes to the gentlewoman from Illinois (Mrs. BIGGERT).

Mrs. BIGGERT. I thank the gentleman for yielding, Mr. Chairman. I rise in support of H.R. 3246, the Advanced Vehicle Technology Act, and I'd like to thank the chairman of the committee, Mr. GORDON, and the ranking member, Mr. HALL, and my colleague particularly, Mr. PETERS, for bringing to the floor such a good bill.

H.R. 3246 will advance technologies of the future by reauthorizing the Department of Energy's vehicle technology program and build on an existing energy infrastructure to demonstrate and deploy more fuel-efficient automobiles and heavy equipment.

Over the years, the Department of Energy has worked with the industry to develop, demonstrate, and deploy vehicle technologies for automobiles and heavy-duty vehicles. Some of those research needs have been addressed through public-private research programs like the 21st Century Truck Partnership, the FreedomCAR, and Hydrogen Fuel Initiatives.

Unfortunately, in the past, our research priorities have shifted inconsistently between passenger and heavy-duty vehicles. As a result, many long-term goals remain unfulfilled.

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H.R. 3246 offers the research parity and focus to advance technologies all across transportation sectors by including medium- to heavy-duty trucks and nonroad equipment. While the total number of heavy trucks is small compared to passenger vehicles, their fuel consumption and emissions justify a consistent investment in basic research and development of hybrid models and other advanced truck technologies. There is no one-size-fits-all approach that will address the unique needs and demands on construction, industrial and agricultural equipment. Therefore, we must examine the full range of components within nonroad equipment systems to produce the greatest overall efficiency benefits at the least cost.

I know everyone here recognizes the essential role nonroad equipment plays in improving our infrastructure. Fuel remains a primary driver in the cost of major construction and infrastructure projects. With advances in nonroad equipment technologies, we will further our drive for efficiency and fuel savings beyond the engine alone so that we can see tremendous benefits in project productivity and energy efficiency.

For these reasons, Mr. Chair, I support H.R. 3246 and urge my colleagues to do the same.

Mr. GORDON of Tennessee. Mr. Chairman, I yield 3 minutes to the champion for Cash for Clunkers, the gentlelady from Ohio (Ms. SUTTON).

Ms. SUTTON. I thank the chairman for yielding the time, and I thank him for his strong leadership on this issue and on so many initiatives that are leading our country forward. I would like to commend my friend Congressman GARY PETERS for his great work on this bill, which I am delighted to rise in support of.

The Advanced Vehicle Technology Act provides this Congress with a great opportunity to help create green automotive jobs for American workers. Currently, almost all of the major components for advanced technology vehicles sold in the United States are imported. That needs to change. We must ensure that our workers are assembling the vehicles of tomorrow and producing the components and next-generation technologies right here at home.

The Advanced Vehicle Technology Act invests in a diverse and comprehensive range of technologies and programs that will improve fuel efficiency and reduce harmful emissions. In my district, a startup company has been working on a process to recover engine waste heat to convert into electricity to power the very same vehicle. Under this bill, they could partner with the Department of Energy and other industry partners to further develop and commercialize this energy-producing and saving technology.

I'm also pleased that this bill has a provision for the research, development, demonstration and commercialization of lightweight materials.

Mr. Chair, Akron, Ohio, is the polymer capital of the world. There is a strong interest for research and commercialization of polymers and plastics by companies across the country. In addition, our steelworkers in the domestic steel industry can produce advanced high-strength steel which makes vehicles considerably stronger while requiring less mass and increasing fuel economy.

Recently, with the overwhelming success of the CARS program, Americans demonstrated their desire to trade in their less efficient clunker for a more fuel-efficient vehicle. Thanks to the CARS program, nearly 700,000 clunkers were taken off the road and replaced with vehicles that had on average 58 percent increased fuel economy. The CARS program brought thousands of workers back to work, making autos and parts for more fuel-efficient vehicles. With this bill before us, we will take another step to help our environment and grow jobs. That's why this bill has earned the support of the UAW as well as Ford, GM, Chrysler and other industry and business groups.

Mr. Chair, I'm also proud that we worked on an amendment that was added to this bill, working with Representative CHELLIE PINGREE and Chairman GORDON, which is also supported by the UAW, requiring an annual report on the technologies developed from the Advanced Vehicle Technology Program. The report must disclose whether these technologies were successfully adopted for commercial applications; and if they were, whether these technologies are manufactured in the United States. With taxpayer dollars invested, we want them to be manufactured right here in the United States. I commend the gentlemen for their great work.

Mr. HALL of Texas. Mr. Chair, I continue to reserve the balance of my time.

Mr. GORDON of Tennessee. Mr. Chairman, I yield 2 minutes to the gentleman from New York (Mr. MAFFEI).

Mr. MAFFEI. Thank you very much, to the distinguished chairman of the Science and Technology Committee, BART GORDON. I also want to thank my colleague on the Financial Services Committee, a very distinguished new Member of the House, GARY PETERS, the sponsor of this bill.

By increasing the power of alternative and renewable energy, we have the opportunity to break our addiction to foreign oil, reduce global warming and create millions of new jobs in the process, ones that cannot be shipped overseas. In my own region, we are doing research in alternative fuels such as butanol at the School of Environmental Science and Forestry in Syracuse, and we have hydrogen fuel cell technology in Rochester institutions of higher education, as well as at a Delphi plant there. We're already using these new fuel vehicles, the ones that have already come out.

On Monday I stood at an old train station in downtown Syracuse which had been abandoned for years, creating an eyesore. But using stimulus money, the Clean Communities Group will turn this building into a charging station for electric cars as well as an alternative fueling hub for CuseCar, an alternative fuel car sharing company in Syracuse. Under this bill, it can become a center for research on the practical use of these advanced technology vehicles.

Our energy policy, Mr. Chairman, is heading in the right direction, and the Advanced Vehicle Technology Act ensures that we are charting the right course for our new energy future.

Mr. HALL of Texas. Mr. Chair, I continue to reserve the balance of my time.

Mr. GORDON of Tennessee. Mr. Chairman, I yield 2 minutes to the gentleman from Kentucky (Mr. YARMUTH).

Mr. YARMUTH. I thank the chairman for his work and his committee's great work on this bill.

Mr. Chair, I rise today in support of H.R. 3246. This bill is another example of Congress' commitment to reducing our dependence on foreign oil, creating green jobs to revitalize our economy, and reestablishing America as a global innovation leader.

I have seen firsthand how our investments are paying off for my hometown of Louisville, Kentucky. There, 400 new jobs are being created thanks to Recovery Act funding that incentivized General Electric to move the production of an energy-efficient water heater from China back to the United States in Louisville.

H.R. 3246 represents another step forward—this time, by ensuring our Nation's auto industry will drive innovation by developing clean and efficient technologies for every type of vehicle. This important legislation establishes research and development programs that will lower petroleum usage and emissions in heavy-duty vehicles that are key to commerce but are often recognized as some of the least efficient in operation.

At the Kentucky truck plant, also in my hometown, hardworking employees produce the F-Series heavy-duty truck. By developing new technologies to make heavy-duty trucks more energy efficient, more fuel efficient and, therefore, more in demand, Ford will be able to expand operations and create new jobs.

That's what this legislation is all about, investing in green technology to create good-paying U.S. jobs and to stimulate economic growth while continuing our efforts to ensure that America leads the world in the industry that will dominate the global economy for decades to come. We cannot afford to pass up this opportunity.

I, therefore, urge all my colleagues to join me in supporting the Advanced Vehicle Technology Act.

Mr. LEVIN. Mr. Chairman, I rise in strong support of the Advanced Vehicle Technology Act. I am proud to be an original co-sponsor of this important bill introduced by my colleague from Michigan, Mr. PETERS.

This legislation builds on the success of the Department of Energy's vehicle technology programs in collaborating with industry to develop the cars and trucks of the future. Hybrids, plug-in hybrids, pure electric cars, fuel cell vehicles, alternative fuel vehicles: these technologies all require enormous and sustained investments in R&D. Through vehicle technology programs like FutureCar and the 21st Century Truck Partnership, DOE is partnering with industry to make this R&D more feasible and more fruitful.

The bill before us would rationalize the authorization for DOE's varied vehicle technology programs and substantially increase the authorized funding levels. In total this bill authorizes $2.9 billion over the next 5 years to invest in vehicle technology. It will be essential for Congress to follow through and fully fund this authorization in the annual appropriations process.

I am particularly pleased that this bill recognizes the enormous fuel savings potential in the medium and heavy duty market and specifies that up to $200 million per year be devoted to developing advanced technology medium and heavy duty trucks. This complements legislation I've introduced to extend the tax credits for the purchase of medium and heavy duty trucks for 5 years and double the amount of the credits.

These vehicles move 80 percent of the goods transported in the U.S., serve as utility maintenance vehicles, and perform refuse collection services in our communities. It is estimated that the fuel consumption of the 90,000 refuse collection trucks in the U.S. is equivalent to 2.5 million passenger vehicles. Putting as few as 10,000 hybrid electric trucks on the road would reduce diesel fuel use by 7.2 million gallons per year and reduce carbon dioxide emissions by 83,000 tons.

In a word Mr. Chair, this bill is vital. It is a vital step toward a full partnership between the Federal Government and the domestic auto industry in developing the cars and trucks of the future and building them here in the United States. I urge all my colleagues to support it.

Mr. AL GREEN of Texas. Mr. Chair, I wish to express my strong support for H.R. 3246, the Advanced Vehicle Technology Act of 2009.

The global competition for producing the cars and trucks of the future is happening now. There is no question that in the years ahead, people will be driving hybrids, plug-in hybrids, battery electric vehicles, and cars and trucks powered by hydrogen fuel cells. The question is whether these technologies will be imported from abroad, or produced right here in the United States by a sustainable, cutting-edge American automobile industry.

The global economic downturn and credit crisis have limited the resources that automakers and vehicle manufacturers can draw on to support their research and development activities. As American automakers struggle to become globally competitive and we race to make the best and most fuel-efficient vehicles, we have a chance to accelerate their development through the Advanced Vehicle Technology Act of 2009.

The Advanced Vehicle Technology Act will reauthorize the Department of Energy's Vehicle Technologies Program, through which the Department partners with industry to provide research, development, demonstration, and commercial application of advanced vehicle

technologies in the U.S. These programs have led to numerous successes, including a dual-mode hybrid transmission system used in transit buses and trucks manufactured in the U.S.

Through supporting advanced vehicle technologies, this legislation also reaffirms our commitment to reducing energy use to combat global warming and increase America's energy independence by reducing the need for imported oil.

Recognizing the importance of this legislation, H.R. 3246 has been endorsed by General Motors, Ford Motor Company, Chrysler, the UAW, Nissan, the Motor and Equipment Manufacturers Association, Daimler, Magna International Delphi, ArvinMeritor, Robert Bosch LLC, Caterpillar, Dueco Odyne, Achates Power, and the Engine Manufacturers Association.

Let us invest in American energy independence, American jobs, a cleaner environment and cleaner communities by voting in favor of the Advanced Vehicle Technology Act of 2009. I urge my colleagues to support H.R. 3246.

Mr. LARSON of Connecticut. Mr. Chair, I rise in support of H.R. 3246, the Advanced Vehicle Technology Act, and applaud the efforts of Congressman PETERS, Chairman GORDON, and his colleagues on the Science and Technology Committee for their contributions to the future of advanced automobile technologies in the U.S. As long as we are exporting our dollars overseas in exchange for oil, our economic and national security are at risk. The future of the American auto industry and thousands of American jobs rest on the ability of domestic car companies to research, develop, and commercialize new, clean, efficient technologies, including hydrogen and fuel cell technologies, that will be the backbone of a new U.S. vehicle market and economy.

Hydrogen fuel cells can provide power for a wide array of transportation applications. Fuel Cells are a proven technology and already in use today. In Hartford, CT, the transit department is using a fuel cell powered bus that emits no pollution. Every time we replace a gasoline powered bus with a fuel cell bus it is equal to removing 77 cars from our roadways. The hydrogen and fuel cell industry already supports 2,100 jobs in Connecticut alone and with this bill is poised to add many others.

Hydrogen fuel cells are clean and efficient and will allow us to become more energy independent while reducing carbon emissions. Supporting this bill will give us more options to create jobs in Connecticut, keep America competitive, and reduce pollution. I encourage a "yes" vote on this bill.

Mr. VAN HOLLEN. Mr Chair, I rise in support of the Advanced Vehicle Technology Act of 2009.

This bipartisan bill will provide long term, sustained funding for a comprehensive research and development program across a spectrum of vehicle sizes and advanced vehicle technologies. It will focus and better coordinate the ongoing work of our federal agencies, research institutions and private industry on this important task. And it will benefit all Americans by strengthening our energy security, reducing harmful emissions, providing consumers with more vehicle choice, boosting our manufacturing sector and enhancing our international competitiveness.

I commend Representatives PETERS and BIGGERT for crafting this forward-looking legislation. I urge my colleagues' support.

Mr. HALL of Texas. I yield back the balance of my time. Thank you, Mr. Chair.

Mr. GORDON of Tennessee. Having no additional speakers, Mr. Chairman, I yield back the balance of my time.

The CHAIR. All time for general debate has expired.

Pursuant to the rule, the amendment in the nature of a substitute printed in the bill shall be considered as an original bill for the purpose of amendment under the 5-minute rule and shall be considered read.

The text of the committee amendment is as follows:

H.R. 3246

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 ''Advanced Vehicle Technology Act of 2009''.

SEC. 2. FINDINGS.

Congress finds the following:

(1) According to the Energy Information Administration, the transportation sector accounts for approximately 28 percent of the United States primary energy demand and greenhouse gas emissions, and 24 percent of global oil demand.

(2) The United States transportation sector is over 95 percent dependent on petroleum, and over 60 percent of petroleum demand is met by imported supplies.

(3) United States heavy truck fuel consumption will increase 23 percent by 2030, while overall transportation energy use will decline by 1 percent.

(4) The domestic automotive and commercial vehicle manufacturing sectors have increasingly limited resources for research and development of advanced technologies.

(5) Vehicle, engine, and component manufacturers are playing a more important role in vehicle technology development, and should be better integrated into Federal research efforts.

(6) Priorities for the Department of Energy's vehicle technologies research have shifted drastically in recent years among diesel hybrids, hydrogen fuel cell vehicles, and plug-in electric hybrids, with little continuity among them.

(7) The integration of vehicle, communication, and infrastructure technologies has great potential for efficiency gains through better management of the total transportation system.

(8) The Federal Government should balance its role in researching longer-term exploratory concepts and developing nearer-term transformational technologies for vehicles.

SEC. 3. OBJECTIVES.

The objectives of this Act are to—

(1) develop technologies and practices that—

(A) improve the fuel efficiency and emissions of all vehicles produced in the United States; and

(B) reduce vehicle reliance on petroleum-based fuels;

(2) support domestic research, development, demonstration, and commercial application and manufacturing of advanced vehicles, engines, and components;

(3) enable vehicles to move larger volumes of goods and more passengers with less energy and emissions;

(4) develop cost-effective advanced technologies for wide-scale utilization throughout the passenger, commercial, government, and transit vehicle sectors;

(5) allow for greater consumer choice of vehicle technologies and fuels;

(6) shorten technology development and integration cycles in the vehicle industry;

(7) ensure a proper balance and diversity of Federal investment in vehicle technologies; and

(8) strengthen partnerships between Federal and State governmental agencies and the private and academic sectors.

SEC. 4. DEFINITIONS.

For the purposes of this Act:

(1) DEPARTMENT.—The term ''Department'' means the Department of Energy.

(2) SECRETARY.—The term ''Secretary'' means the Secretary of Energy.

SEC. 5. AUTHORIZATION OF APPROPRIATIONS.

(a) IN GENERAL.—The following sums are authorized to be appropriated to the Secretary for research, development, demonstration, and commercial application of vehicles and related technologies, including activities authorized under this Act:

(1) $550,000,000 for fiscal year 2010.
(2) $560,000,000 for fiscal year 2011.
(3) $570,000,000 for fiscal year 2012.
(4) $580,000,000 for fiscal year 2013.
(5) $590,000,000 for fiscal year 2014.

(b) MEDIUM AND HEAVY DUTY COMMERCIAL VEHICLES.—From the amounts authorized under subsection (a), there are authorized to be appropriated for carrying out title II—

(1) $200,000,000 for fiscal year 2010;
(2) $210,000,000 for fiscal year 2011;
(3) $220,000,000 for fiscal year 2012;
(4) $230,000,000 for fiscal year 2013; and
(5) $240,000,000 for fiscal year 2014.

(c) USER FACILITIES.—From the amounts authorized under subsection (a), there are authorized to be appropriated for carrying out section 104—

(1) $35,000,000 for fiscal year 2010;
(2) $30,000,000 for fiscal year 2011;
(3) $20,000,000 for fiscal year 2012;
(4) $15,000,000 for fiscal year 2013; and
(5) $15,000,000 for fiscal year 2014.

(d) NON-ROAD PILOT PROGRAM.—From the amounts authorized under subsection (a), there are authorized to be appropriated for carrying out section 204—

(1) $20,000,000 for fiscal year 2010;
(2) $20,000,000 for fiscal year 2011; and
(3) $20,000,000 for fiscal year 2012.

TITLE I—VEHICLE RESEARCH AND DEVELOPMENT

SEC. 101. PROGRAM.

(a) ACTIVITIES.—The Secretary shall conduct a program of basic and applied research, development, demonstration, and commercial application activities on materials, technologies, and processes with the potential to substantially reduce or eliminate petroleum use and the emissions of the Nation's passenger and commercial vehicles, including activities in the areas of—

(1) hybridization or full electrification of vehicle systems;
(2) batteries and other energy storage devices;
(3) power electronics;
(4) vehicle, component, and subsystem manufacturing technologies and processes;
(5) engine efficiency and combustion optimization;
(6) waste heat recovery;
(7) transmission and drivetrains;
(8) hydrogen vehicle technologies, including fuel cells and internal combustion engines, and hydrogen infrastructure;
(9) aerodynamics, rolling resistance, and accessory power loads of vehicles and associated equipment;
(10) vehicle weight reduction;
(11) friction and wear reduction;
(12) engine and component durability;
(13) innovative propulsion systems;
(14) advanced boosting systems;
(15) hydraulic hybrid technologies;
(16) engine compatibility with and optimization for a variety of transportation fuels including liquid and gaseous fuels;
(17) predictive engineering, modeling, and simulation of vehicle and transportation systems;
(18) refueling and charging infrastructure for alternative fueled and electric or plug-in electric hybrid vehicles;

(19) gaseous fuels storage system integration and optimization;

(20) sensing, communications, and actuation technologies for vehicle, electrical grid, and infrastructure;

(21) efficient use and recycling of rare earth materials, and reduction of precious metals and other high-cost materials in vehicles;

(22) aftertreatment technologies;

(23) thermal management of battery systems;

(24) development of common standards, specifications, and architectures for both transportation and stationary battery applications; and

(25) other research areas as determined by the Secretary.

(b) TRANSFORMATIONAL TECHNOLOGY.—The Secretary shall ensure that the Department continues to support activities and maintains competency in mid- to long-term transformational vehicle technologies with potential to achieve deep reductions in petroleum use and emissions, including activities in the areas of—

(1) hydrogen vehicle technologies, including fuel cells, internal combustion engines, hydrogen storage, infrastructure, and activities in hydrogen technology validation and safety codes and standards;

(2) multiple battery chemistries and novel energy storage devices, including electromechanical batteries and other nonchemical batteries;

(3) communication and connectivity among vehicles, infrastructure, and the electrical grid; and

(4) other innovative technologies research and development, as determined by the Secretary.

(c) INDUSTRY PARTICIPATION.—To the maximum extent practicable, activities under this Act shall be carried out in partnership or collaboration with automotive manufacturers, heavy commercial and transit vehicle manufacturers, vehicle and engine equipment and component manufacturers, manufacturing equipment manufacturers, advanced vehicle service providers, fuel producers and energy suppliers, electric utilities, universities, national laboratories, and independent research laboratories. In carrying out this Act the Secretary shall—

(1) determine whether a wide range of companies that manufacture or assemble vehicles or components in the United States are represented in ongoing public private partnership activities, including firms that have not traditionally participated in federally-sponsored research and development activities, and where possible, partner with such firms that conduct significant and relevant research and development activities in the United States;

(2) leverage the capabilities and resources of, and formalize partnerships with, industry-led stakeholder organizations, nonprofit organizations, industry consortia, and trade associations with expertise in the research and development of, and education and outreach activities in, advanced automotive and commercial vehicle technologies;

(3) develop more efficient processes for transferring research findings and technologies to industry;

(4) give consideration to conversion of existing or former vehicle technology manufacturing facilities for the purposes of this Act; and

(5) promote efforts to ensure that technologies developed under this Act are produced in the United States.

(d) INTERAGENCY AND INTRAAGENCY COORDINATION.—To the maximum extent practicable, the Secretary shall coordinate research, development, demonstration, and commercial application activities among—

(1) relevant programs within the Department, including—

(A) the Office of Energy Efficiency and Renewable Energy;

(B) the Office of Science;

(C) the Office of Electricity Delivery and Energy Reliability;

(D) the Office of Fossil Energy;

(E) the Advanced Research Projects Agency—Energy; and

(F) other offices as determined by the Secretary; and

(2) relevant technology research and development programs within other Federal agencies, as determined by the Secretary.

(e) COORDINATION AND NONDUPLICATION.—In coordinating activities the Secretary shall ensure, to the maximum extent practicable, that activities do not duplicate those of other programs within the Department or other relevant research agencies.

(f) FEDERAL DEMONSTRATION OF TECHNOLOGIES.—The Secretary shall make information available to procurement programs of Federal agencies regarding the potential to demonstrate technologies resulting from activities funded through programs under this Act.

(g) INTERGOVERNMENTAL COORDINATION.—The Secretary shall seek opportunities to leverage resources and support initiatives of State and local governments in developing and promoting advanced vehicle technologies, manufacturing, and infrastructure.

SEC. 102. SENSING AND COMMUNICATIONS TECHNOLOGIES.

The Secretary, in coordination with the relevant research programs of other Federal agencies, shall conduct research, development, and demonstration activities on connectivity of vehicle and transportation systems, including on sensing, computation, communication, and actuation technologies that allow for reduced fuel use, optimized traffic flow, and vehicle electrification, including technologies for—

(1) onboard vehicle, engine, and component sensing and actuation;

(2) vehicle-to-vehicle sensing and communication;

(3) vehicle-to-infrastructure sensing and communication; and

(4) vehicle integration with the electrical grid.

SEC. 103. MANUFACTURING.

The Secretary shall carry out a research, development, demonstration, and commercial application program of advanced vehicle manufacturing technologies and practices, including innovative processes to—

(1) increase the production rate and decrease the cost of advanced battery manufacturing;

(2) vary the capability of individual manufacturing facilities to accommodate different battery chemistries and configurations;

(3) reduce waste streams, emissions, and energy-intensity of vehicle, engine, and component manufacturing processes;

(4) recycle and remanufacture used batteries and other vehicle components for reuse in vehicles or stationary applications;

(5) produce cost-effective lightweight materials such as advanced metal alloys, polymeric composites, and carbon fiber;

(6) produce lightweight high pressure storage systems for gaseous fuels;

(7) design and manufacture purpose-built hydrogen and fuel cell vehicles and components; and

(8) produce permanent magnets for advanced vehicles.

SEC. 104. USER TESTING FACILITIES.

Activities under this Act may include construction, expansion, or modification of new and existing vehicle, engine, and component research and testing facilities for—

(1) testing or simulating interoperability of a variety of vehicle components and systems;

(2) subjecting whole or partial vehicle platforms to fully representative duty cycles and operating conditions;

(3) developing and demonstrating a range of chemistries and configurations for advanced vehicle battery manufacturing; and

(4) developing and demonstrating test cycles for new and alternative fuels, and other advanced vehicle technologies.

TITLE II—MEDIUM AND HEAVY DUTY COMMERCIAL AND TRANSIT VEHICLES

SEC. 201. PROGRAM.

(a) IN GENERAL.—The Secretary, in partnership with relevant research and development programs in other Federal agencies, and a range of appropriate industry stakeholders, shall carry out a program of cooperative research, development, demonstration, and commercial application activities on advanced technologies for medium- to heavy-duty commercial and transit vehicles, including activities in the areas of—

(1) engine efficiency and combustion research;

(2) on board storage technologies for compressed and liquefied natural gas;

(3) development and integration of engine technologies designed for natural gas operation of a variety of vehicle platforms;

(4) waste heat recovery and conversion;

(5) improved aerodynamics and tire rolling resistance;

(6) energy and space-efficient emissions control systems;

(7) heavy hybrid, hybrid hydraulic, plug-in hybrid, and electric platforms, and energy storage technologies;

(8) drivetrain optimization;

(9) friction and wear reduction;

(10) engine idle and parasitic energy loss reduction;

(11) electrification of accessory loads;

(12) onboard sensing and communications technologies;

(13) advanced lightweighting materials and vehicle designs;

(14) increasing load capacity per vehicle;

(15) thermal management of battery systems;

(16) recharging infrastructure;

(17) complete vehicle modeling and simulation;

(18) hydrogen vehicle technologies, including fuel cells and internal combustion engines, and hydrogen infrastructure;

(19) retrofitting advanced technologies onto existing truck fleets; and

(20) integration of these and other advanced systems onto a single truck and trailer platform.

(b) LEADERSHIP.—The Secretary shall appoint a full-time Director to coordinate research, development, demonstration, and commercial application activities in medium- to heavy-duty commercial and transit vehicle technologies. Responsibilities of the Director shall be to—

(1) improve coordination and develop consensus between government agency and industry partners, and propose new processes for program management and priority setting to better align activities and budgets among partners;

(2) regularly convene workshops, site visits, demonstrations, conferences, investor forums, and other events in which information and research findings are shared among program participants and interested stakeholders;

(3) develop a budget for the Department's activities with regard to the interagency program, and provide consultation and guidance on vehicle technology funding priorities across agencies;

(4) determine a process for reviewing program technical goals, targets, and timetables and, where applicable, aided by life-cycle impact and cost analysis, propose revisions or elimination based on program progress, available funding, and rate of technology adoption;

(5) evaluate ongoing activities of the program and recommend project modifications, including the termination of projects, where applicable;

(6) recruit new industry participants to the interagency program, including truck, trailer, and component manufacturers who have not traditionally participated in federally sponsored research and technology development activities; and

(7) other responsibilities as determined by the Secretary, in consultation with interagency and industry partners.

(c) REPORTING.—At the end of each fiscal year the partnership shall submit to the Secretary

and relevant Congressional committees of jurisdiction an annual report describing activities undertaken in the previous year, active industry participants, efforts to recruit new participants, progress of the program in meeting goals and timelines, and a strategic plan for funding of activities across agencies.

SEC. 202. CLASS 8 TRUCK AND TRAILER SYSTEMS DEMONSTRATION.

The Secretary shall conduct a competitive grant program to demonstrate the integration of multiple advanced technologies on Class 8 truck and trailer platforms with a goal of improving overall freight efficiency, as measured in tons and volume of freight hauled or other work performance-based metrics, by 50 percent, including a combination of technologies listed in section 201(a). Applicant teams may be comprised of truck and trailer manufacturers, engine and component manufacturers, fleet customers, university researchers, and other applicants as appropriate for the development and demonstration of integrated Class 8 truck and trailer systems.

SEC. 203. TECHNOLOGY TESTING AND METRICS.

The Secretary, in coordination with the partners of the interagency research program described in section 201(a)—

(1) shall develop standard testing procedures and technologies for evaluating the performance of advanced heavy vehicle technologies under a range of representative duty cycles and operating conditions, including for heavy hybrid propulsion systems;

(2) shall evaluate heavy vehicle performance using work performance-based metrics other than those based on miles per gallon, including those based on units of volume and weight transported for freight applications, and appropriate metrics based on the work performed by nonroad systems; and

(3) may construct heavy duty truck and bus testing facilities.

SEC. 204. NONROAD SYSTEMS PILOT PROGRAM.

The Secretary shall undertake a pilot program of research, development, demonstration, and commercial applications of technologies to improve total machine or system efficiency for heavy duty nonroad equipment, and shall seek opportunities to transfer relevant research findings and technologies between the nonroad and on-highway equipment and vehicle sectors.

The CHAIR. No amendment to the committee amendment is in order except those printed in House Report 111–255. Each amendment may be offered only in the order printed in the report, by a Member designated in the report, shall be considered read, shall be debatable for the time specified in the report, equally divided and controlled by the proponent and an opponent of the amendment, shall not be subject to amendment, and shall not be subject to a demand for division of the question.

AMENDMENT NO. 1 OFFERED BY MR. GORDON OF TENNESSEE

The CHAIR. It is now in order to consider amendment No. 1 printed in House Report 111–255.

Mr. GORDON of Tennessee. Mr. Chairman, I have an amendment at the desk.

The CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 1 offered by Mr. GORDON of Tennessee:

Page 15, after line 9, insert the following new section:

SEC. 105. REPORTING.

Not later than 18 months after the date of enactment of this Act and annually thereafter through 2015, the Secretary of Energy shall transmit to Congress a report regarding the technologies developed as a result of the activities authorized by this title, with a particular emphasis on whether the technologies were successfully adopted for commercial applications, and if so, whether those technologies are manufactured in the United States.

Page 18, line 20, through page 19, line 2, amend subsection (c) to read as follows:

(c) REPORTING.—At the end of each fiscal year, the Secretary shall submit to the Congress an annual report describing activities undertaken in the previous year, active industry participants, efforts to recruit new participants, progress of the program in meeting goals and timelines, and a strategic plan for funding of activities across agencies.

Page 20, line 13, strike ''heavy duty''.

Page 20, line 13, insert ''mobile'' after ''nonroad''.

The CHAIR. Pursuant to House Resolution 745, the gentleman from Tennessee (Mr. GORDON) and a Member opposed each will control 10 minutes.

The Chair recognizes the gentleman from Tennessee.

Mr. GORDON of Tennessee. Mr. Chairman, I yield myself as much time as I may consume.

The amendment I have offered has three parts. First, it makes a small technical change at the request of the Department of Justice to clarify that the Secretary shall report to Congress on the medium- to heavy-duty vehicle program; second, it incorporates an amendment from my colleague from Maine (Ms. PINGREE) to require a report on commercialized technologies from the overall vehicle technology program; and third, it incorporates the amendment offered by Mr. HARE of Illinois to ensure that a range of nonroad mobile equipment is eligible for the pilot program in section 204.

This is a simple amendment which incorporates a few small changes suggested by my colleagues to make the bill even better. I urge its adoption.

I reserve the balance of my time.

Mr. HALL of Texas. Mr. Chair, I rise to claim the time on the Gordon amendment.

The CHAIR. The gentleman is recognized for 10 minutes.

Mr. HALL of Texas. I yield myself as much time as I may consume.

I support the Gordon amendment with a caveat. I support the title II reporting requirement classification that the Secretary shall submit the annual report to Congress. In regards to the report requirement for title I, I would prefer the reporting language that is in Representative BROUN's amendment as it's more comprehensive and mirrors the report language requirement in title II. Perhaps in conference, the two authors of the reporting amendments could agree to merge that language so that all bases are covered.

The third part of Mr. GORDON's amendment deals with striking ''heavy duty'' from the Nonroad Systems Pilot Program in section 204 in the bill and adding the word ''mobile'' so that we are now referring to nonroad mobile equipment. I understand that there is some concern that the term heavy duty has a different meaning in the nonroad world than it does in the on-road world. So I appreciate the addition of ''mobile'' in the section as well as Mr. HOLT's upcoming amendment that would further clarify that the pilot program is intended to include agricultural and construction nonroad equipment.

With that, I reserve the balance of my time.

Mr. GORDON of Tennessee. Mr. Chairman, let me say to Mr. HALL, I understand his concern about the additional accountability with Mr. BROUN, and he has an amendment that we will be supporting later. So hopefully those will be complementary, and we will have additional accountability and transparency.

If the gentleman from Texas has nothing more to say, I don't either.

Mr. HALL of Texas. I have a speaker on the way. I don't believe he's here yet.

I would like to reserve my time. If you could take another 2 or 3 minutes to do whatever you want to do or say.

Mr. GORDON of Tennessee. Well, if you would like to compliment me for a couple of minutes, I would be happy to accept that while we wait.

Mr. HALL of Texas. Well, first I appreciate your trip to Texas Monday, up and back. And I appreciate Mr. BROUN's position on this. You know, we had amendments, and Mr. BROUN's amendment, I believe, was voted down by a party vote when we had the hearing. I may be wrong on that. But he's here to support the position that he's taken. I'd like to have some time for him to at least talk about how the two could fit together when we head to conference or any of the conference committees.

□ 1330

Mr. GORDON of Tennessee. Well, I would say to Mr. HALL, certainly I think Mr. BROUN is a constructive force, certainly in our committee as well as here. I think he has two amendments today. I would suggest this potentially to my friend; if whomever you have coming to speak, we could allow them to speak during another amendment if that would be consistent.

Mr. HALL of Texas. I would ask unanimous consent that that be granted.

Mr. GORDON of Tennessee. If that's the case, then I think we can complete this amendment now.

The CHAIR. The gentleman's request is not in order in the Committee of the Whole.

Mr. GORDON of Tennessee. Well, we don't really need a UC. Mr. HALL and I know that we can trust each other, and so if he has someone that wants to speak later, we will certainly make that available at any time they come in on whatever amendment it might be.

Mr. Chairman, I reserve my time.

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

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

The CHAIR. The question is on the amendment offered by the gentleman from Tennessee (Mr. GORDON).

The amendment was agreed to.

AMENDMENT NO. 2 OFFERED BY MR. HALL OF TEXAS

The CHAIR. It is now in order to consider amendment No. 2 printed in House Report 111–255.

Mr. HALL of Texas. Mr. Chairman, I rise as the designee for the amendment by the gentleman of Georgia (Mr. BROUN).

The CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 2 offered by Mr. HALL of Texas:

Page 6, line 8, strike ''$560,000,000'' and insert ''$550,000,000''.

Page 6, line 9, strike ''$570,000,000'' and insert ''$550,000,000''.

Page 6, line 10, strike ''$580,000,000'' and insert ''$550,000,000''.

Page 6, line 11, strike paragraph (5).

Page 6, line 17, strike ''$210,000,000'' and insert ''$200,000,000''.

Page 6, line 18, strike ''$220,000,000'' and insert ''$200,000,000''.

Page 6, line 19, strike ''$230,000,000'' and insert ''$200,000,000''.

Page 6, line 20, strike paragraph (5).

Page 7, line 2, strike paragraph (5).

The CHAIR. Pursuant to House Resolution 745, the gentleman from Texas (Mr. HALL) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Texas.

Mr. HALL of Texas. Mr. Chairman, I yield such time as he may consume to the gentleman from Georgia, Dr. BROUN, for his amendment.

(Mr. BROUN of Georgia asked and was given permission to revise and extend his remarks.)

Mr. BROUN of Georgia. Thank you, Mr. HALL.

Mr. Chairman, I rise to support my amendment.

Mr. Chairman, my amendment is very straightforward. To be blunt, I'm asking this body to show the tiniest sliver of fiscal restraint to freeze the authorization levels that this bill outlines at next year's levels.

As the bill is currently written, next year this body will authorize $550 million for advanced vehicle technology. This is money in addition to the billions of dollars in funding already authorized and made available to the auto industry in the Energy Independence and Security Act of 2007, and the millions more made available to them just this year in the nonstimulus bill.

Starting in 2011, and for the next 3 years, this authorization calls for $10 million in increases for each ensuing year. Surely, Mr. Chairman, we can all agree that with all of the money out there already and with the massive increases authorized in this bill, saving $30 million is more than reasonable. Additionally, because of all the money that is already available to this program and similar programs, my amendment asks that we end this legislation's funding authorization after 2013.

Mr. Chairman, we are spending money at record rates. And with a proposed health care reform bill, a potential highway bill, cap-and-trade, and a whole slew of other bills that will be considered in the near future, there does not seem to be any end in sight. Surely we can all agree that showing just a tiny bit of fiscal responsibility is in all of our best interests.

The American taxpayers and future generations are on the hook for trillions of dollars in spending, borrowing, and interest payments over the coming decades. I'm simply asking for us to show a modicum of restraint. For simply put, isn't $550 million a year for a program that already has multiple funding sources enough? I think so.

Mr. GORDON of Tennessee. Mr. Chairman, I rise in opposition to the amendment and claim the time.

The CHAIR. The gentleman from Tennessee is recognized for 5 minutes.

Mr. GORDON of Tennessee. Mr. Chairman, I yield 1½ minutes to the gentleman from Michigan (Mr. STUPAK).

Mr. STUPAK. Mr. Chairman, I'd like to speak about the merits of this bill, the Advanced Vehicle Technology Act, which is an important step forward for revitalizing the auto industry in my district, in Michigan, and across our Nation.

This legislation will authorize $550 million in essential research funding, with the emphasis on medium and heavy duty commercial trucks and trailers that have previously been overlooked. Through federally directed research and development, the auto industry can move toward better, more fuel-efficient vehicles through applied research and development of materials and technologies. This will directly benefit a number of existing companies in their transition toward new parts and technologies for the domestic auto industry, and encourages entrepreneurs with an innovative idea to enter the market. This includes a number of existing and potential auto part suppliers and manufacturers in my district and throughout Michigan.

I would like to thank Chairman GORDON for yielding me the time, and I would also like to thank Congressman PETERS and Congresswoman BIGGERT for introducing this important legislation. I would encourage all my colleagues to support this bill and support the chairman on the amendments.

Mr. HALL of Texas. Mr. Chairman, I yield myself such time as I may consume.

I rise in support of the Broun amendment to reduce the authorization level in H.R. 3246. As I mentioned during the full committee markup, I have concerns over the amount of money being authorized in this bill; $2.43 billion over the 2010–2014 period, and $423 million after 2014, according to the Congressional Budget Office.

The Broun amendment would reduce the multiyear authorization by $650 million. Where the bill authorizes an increase of $10 million over the previous fiscal year for sections 5(a) and 5(b), the Broun amendment keeps each fiscal year's authorization constant and removes the authorization for fiscal year 2014 in sections 5(a), (b) and (c).

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

Mr. GORDON of Tennessee. Mr. Chairman, I reserve the balance of my time to close.

Mr. HALL of Texas. Mr. Chairman, I yield Dr. BROUN an additional 2 minutes.

Mr. BROUN of Georgia. I thank my friend, Mr. HALL, from Texas for yielding me more time.

Mr. Chairman, this legislation has support from both sides of the aisle, but as was made perfectly clear in our committee markup back in July, there are some serious concerns with the amount of money being authorized and where exactly it will go. In recent bills, such as the Wall Street bailout and the stimulus bill from earlier this year, we have provided a lack of appropriate oversight for the money being spent. I do not want to see us make the same mistake with this legislation.

Most of us can agree that developing alternative fuel cell technology is a necessary precursor to taking control of our energy consumption needs, and all of us on both sides of the aisle have that philosophy and believe in that, but simply throwing money at a problem is never a solution, and my amendment is just a good, commonsense improvement, however minor, to this otherwise very noble legislation. So I ask my colleagues to support this amendment, and I thank Mr. HALL.

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

Mr. GORDON of Tennessee. Mr. Chairman, while my colleague from Georgia has another amendment which we will gladly support, I am afraid I must reluctantly oppose this amendment on the grounds that it freezes funding for the bill at the 2010 levels and cuts the final year of funding.

I appreciate the gentleman's effort to keep costs down. He has been a champion, both in our committee and on this floor, for trying to make the government live in a more frugal way. However, in this situation, I need to point out that the funds that are authorized in this particular program do not duplicate any funds that are in the energy bill or the Recovery Act for this particular purpose.

I also want to point out that the amounts authorized in this bill fall upon recommendations from the National Academies of Science review of the program, as well as testimony in the committee and historic trends in the programs. The annual increases provided for in this bill are very modest and necessary for it to fulfill its goals, and I think for that reason we

have an unusual situation where this amendment is opposed by both the National Association of Manufacturers and the UAW.

Again, Mr. BROUN is doing nothing but trying to make us justify, I think, our spending, as he should. He has been a champion for that. In this situation, I think that we have made that case, and his amendment should be opposed and our good bill should move forward.

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

The CHAIR. The question is on the amendment offered by the gentleman from Texas (Mr. HALL).

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

Mr. BROUN of Georgia. Mr. Chairman, I demand a recorded vote.

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

AMENDMENT NO. 3 OFFERED BY MR. BROUN OF GEORGIA

The CHAIR. It is now in order to consider amendment No. 3 printed in House Report 111–255.

Mr. BROUN of Georgia. Mr. Chairman, I have an amendment at the desk.

The CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 3 offered by Mr. BROUN of Georgia:

Page 15, after line 9, insert the following new section:

SEC. 105. REPORTING.

At the end of each fiscal year the Secretary shall submit to the relevant Congressional committees of jurisdiction an annual report describing activities undertaken in the previous year under this title, active industry participants, efforts to recruit new participants, progress of the program in meeting goals and timelines, and a strategic plan for funding of activities across agencies.

The CHAIR. Pursuant to House Resolution 745, the gentleman from Georgia (Mr. BROUN) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Georgia.

Mr. BROUN of Georgia. Mr. Chairman, I yield myself such time as I may consume and rise in support of my amendment.

(Mr. BROUN of Georgia asked and was given permission to revise and extend his remarks.)

Mr. BROUN of Georgia. Mr. Chairman, this amendment is very straightforward. In fact, it's just a small technical correction to the bill. As the bill is written, there are two titles. The first is specific to commercial and passenger vehicles, and the second is to medium-size and heavy duty vehicles. Both sections obviously deal with advanced vehicle technologies, but only one has a reporting requirement, title II. My amendment adds a reporting requirement to title I as well.

If enacted, the Secretary of Energy will have to submit an annual report to the relevant congressional committees on the implementation, progress, and long-term goals of this program.

This legislation authorizes a large amount of taxpayer dollars to a program that, like every other government program, is susceptible to waste, fraud, and abuse. The easiest way to combat that is through diligence and a certain amount of oversight and transparency. My amendment fits both of these requirements.

Mr. Chairman, we need to exercise more caution with where taxpayer dollars are being spent. That entails both doing more research about the programs that we are funding before we write and pass legislation as well as exercising our oversight responsibilities after the money has been authorized. This amendment is very simple. The simple technical corrections go directly towards fulfilling the latter objective.

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

Mr. GORDON of Tennessee. Mr. Chairman, I claim time in opposition to the amendment, although I am not opposed to the amendment.

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

There was no objection.

Mr. GORDON of Tennessee. Mr. Chairman, I want to thank Dr. BROUN for bringing this constructive amendment to our attention. I think the additional transparency and accountability will make this good bill an even better bill, and for that reason I urge adoption of Dr. BROUN's amendment.

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

Mr. BROUN of Georgia. I thank the chairman. He has been a great chairman for us, and I enjoyed working with Chairman GORDON on this issue. My dear friend from Texas, our ranking member, Mr. HALL, would like to speak, so I yield him 2 minutes. And I just very much appreciate the Chairman's acceptance of my amendment.

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Mr. HALL of Texas. Mr. Chairman, I rise in support of the Broun amendment. This amendment would require the Secretary to report to Congress on a yearly basis on the activities undertaken in the previous year under title I, such as active industry participants, efforts to recruit new participants, progress of the program in meeting goals and timelines, and a strategic plan for the funding of activities across agencies. This amendment allows the Congress and the public to monitor the success of activities in title I and to ensure that the money that is ultimately appropriated is being well spent.

Now, while I realize the Gordon amendment added a title I report, as I stated earlier, I would prefer the reporting language that is in Representative BROUN's amendment, as it is more comprehensive and mirrors the report language requirement in title II.

I would again express my hope that, in conference, the two authors of the reporting amendments could agree to merge their language so that all bases are covered.

Mr. BROUN of Georgia. Mr. Chairman, again, I thank Chairman GORDON for accepting my amendment. I greatly appreciate it. I think this is a commonsense amendment. It will offer more transparency and more accountability, which I think we ought to do in all legislation we pass. Unfortunately, there is not a lot of that around here with multiple branches of the Federal Government. I thank the chairman for accepting my amendment.

I urge a ''yes'' vote for everybody.

I yield back the balance of my time.

The CHAIR. The question is on the amendment offered by the gentleman from Georgia (Mr. BROUN).

The amendment was agreed to.

AMENDMENT NO. 4 OFFERED BY MR. PETERS

The CHAIR. It is now in order to consider amendment No. 4 printed in House Report 111–255.

Mr. PETERS. Mr. Chairman, I rise as the designee for Mr. POLIS, and I have an amendment at the desk.

The CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 4 offered by Mr. PETERS:

Page 9, lines 11 and 14, redesignate paragraphs (24) and (25) as paragraphs (25) and (26), respectively.

Page 9, after line 10, insert the following new paragraph:

(24) retrofitting advanced vehicle technologies to existing vehicles;

The CHAIR. Pursuant to House Resolution 745, the gentleman from Michigan (Mr. PETERS) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Michigan.

Mr. PETERS. Mr. Chairman, my colleague's amendment, which has been read, recognizes that it takes many years for a technology to be fully integrated into the Nation's vehicle fleet and that some technologies may actually be appropriate for the retrofitting of existing vehicles. Automakers have expressed some very strong concerns about how these aftermarket conversions are going to affect vehicles that are under warranty, and I share these concerns.

However, I support Mr. POLIS in the work that he is attempting to do with this amendment. I support the amendment, and I look forward to working with the gentleman to perfect the language in conference.

I reserve the balance of my time.

Mr. HALL of Texas. Mr. Chairman, though not opposed, I rise to claim the time on the Polis amendment.

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

There was no objection.

Mr. HALL of Texas. I support the Polis amendment. The amendment would enable our constituents to continue driving the vehicles they currently own while taking advantage of

technology that would enable them to reduce their petroleum use perhaps faster than if they were to wait for a new vehicle to make its way from concept to showroom.

Mr. POLIS. Mr. Chair, I rise in support of my amendment to H.R. 3246, The Advanced Vehicle Technology Act of 2009, which was offered by Mr. PETERS, and the underlying bill. I would first like to thank Representative GARY PETERS, Representative JUDY BIGGERT, Science and Technology Committee Chairman GORDON, my colleagues on the committee, and the committee staff for crafting this legislation that will increase the efficiency of our nation's vehicle fleet while reducing our dependence of foreign oil.

Mr. Chair, at a time when manufacturers are struggling with rising costs and foreign competition, all too often companies are forced to choose between research and the development of new clean technologies or keeping their factory doors open. No manufacturer can be blamed for choosing to not turn their employees' families loose into the winter of unemployment.

America's talented workforce is our greatest resource and our manufacturing companies understand that preserving their workforce wherever possible is essential to weathering the storm of this recession. However, to best achieve economic recovery, we must not stop at merely creating jobs. We must restore America's role as a manufacturing leader. And this cannot be done without investing in innovation. H.R. 3246 will provide the research and design dollars essential to supporting innovation, and it will do so in a competitive process to ensure that the best technologies are supported and that America's transportation fleet is the most modern and efficient in the world.

This bill's economic impact—increased production, reduced operational costs, and ease of both private and commercial transportation—is matched in its environmental benefits. The investments we will make in biofuels and electric drivetrains, as well as refinements to reduce the consumption of combustion engines—including clean diesel—will clear our skies of smog while reducing our dependence on foreign oil. America's love affair with the automobile by right should continue; however, it is imperative that we take the initiative today to make vehicles cleaner and greener for tomorrow. Future generations should be able to take part in the tradition of the summer family road trip with a vehicle that not only meets the needs of a family, but is also powered by clean energy to preserve the pristine lands such as Rocky Mountain National Park in my home State of Colorado.

These innovations, however, do not come without costs nor do they help us by sitting on a shelf. Our environment does not have time to wait for our nation's entire fleet of vehicles to cycle through their useful lives. Our economy cannot afford for these advancements to be available only to the wealthy. This legislation wisely recognizes this issue as it pertains to costly heavy duty vehicles used by industry and mass transit by investing in technologies that can be retrofitted to existing fleets.

Mr. Chair, my amendment simply adds that we must invest in retrofitting passenger cars. Retrofit technology is essential to reducing our environmental impact, and it is so an issue of social equity. The financial relief from reduced fuel costs and the ability to choose clean domestic fuel over polluting foreign oil should be made available to all Americans, not only those who have the resources to buy a new car. My amendment ensures that the millions of Americans who are unable or uninterested in a new vehicle will benefit from this investment. Whether it is a beloved '69 Mustang or the family minivan, it is vital to our national economy and security to encourage private investment in our nascent biofuels industry, and most importantly, it is vital to our planet that every vehicle on the road is capable of being powered by clean, domestic energy.

Mr. Chair, the Advanced Vehicle Technology Act will be the jumpstart our nation's manufacturers, large and small, need to make our nation's transportation network clean, green, and powered by energy made in America. I congratulate Chairman GORDON, Representative PETERS, Representative BIGGERT and the Committee on Science and Technology on crafting this legislation and ask that my colleagues support my amendment and pass the underlying bill.

Mr. HALL of Texas. I yield back the balance of my time.

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

The CHAIR. The question is on the amendment offered by the gentleman from Michigan (Mr. PETERS).

The amendment was agreed to.

AMENDMENT NO. 5 OFFERED BY MR. POSEY

The CHAIR. It is now in order to consider amendment No. 5 printed in House Report 111–255.

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

The CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 5 offered by Mr. POSEY:

Page 15, after line 9, insert the following new section:

SEC. 105. INNOVATIVE AUTOMOTIVE DEMONSTRATION PROGRAM.

The Secretary shall establish an Innovative Automotive Demonstration Program, within the existing Vehicle Technologies Program, to encourage the introduction of new vehicles into the marketplace that are designed in their entirety to achieve very high energy efficiency but still provide the capabilities required by the American consumer. This program shall encourage introduction of new light duty vehicles into the marketplace capable of achieving energy efficiencies significantly greater than required under current and pending Federal Corporate Average Fuel Economy (CAFE) standards. This program shall also encourage the use of materials and manufacturing techniques that minimize environmental impacts. Awards under this section shall be made on a competitive basis for demonstration of vehicles that—

(1) carry at least four passengers;

(2) meet all Federal safety requirements;

(3) achieve at least 70 miles per gallon or the equivalent on the Environmental Protection Agency drive cycle;

(4) provide vehicle performance that is judged acceptable to the United States consumer;

(5) be affordable to the American consumer;

(6) use materials and manufacturing processes that minimize environmental impacts;

(7) meet all Federal and State emission requirements; and

(8) provide new high technology engineering and production employment opportunities.

The CHAIR. Pursuant to House Resolution 745, the gentleman from Florida (Mr. POSEY) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Florida.

Mr. POSEY. Mr. Chairman, I yield myself such time as may be necessary.

(Mr. POSEY asked and was given permission to revise and extend his remarks.)

Mr. POSEY. I thank the chairman and the ranking member for their work on this bill. Creating advanced vehicles is important if we are to reduce our dependence on foreign oil and to reduce emissions.

I am pleased to be joined by my colleague from Florida (Ms. KOSMAS) in offering this amendment. Our amendment makes sure that we explore all near-term options for increasing vehicle fuel efficiency. There are very near-term technologies that can be applied to develop and produce very high-mileage vehicles. Unfortunately, the possibility has not been a priority for the Department of Energy, and it has not been incorporated into the vehicle technologies program. The Department has been doing some very good work, but that work is focused on longer-term possibilities.

I think we need nearer-term solutions and interim advances. Our amendment would ask the Department to give full consideration to these nearer-term advances.

I am aware of companies that are close to demonstrating very high-mileage passenger vehicles. A partnership with the Department of Energy could be enough to make this a reality in a relatively short period. Our amendment asks the Department of Energy, within existing funds, to create a competitive program for demonstrating very high-mileage vehicles. These would be four-person vehicles that are affordable to the average family. We're talking about vehicles that would get 70, 80, 90, maybe 100 miles per gallon or more, which is clearly in excess of three times the current CAFE standards.

If there is a vehicle that could get that kind of performance and it could be made in America and could be on the market within 3 years, I think we definitely should explore that, and our amendment makes sure that the Department does explore that possibility.

I urge you to support the Posey-Kosmas amendment, and I reserve the balance of my time.

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

The CHAIR. Without objection, the gentlewoman from Florida is recognized for 5 minutes.

There was no objection.

Ms. KOSMAS. I rise in support of the Posey-Kosmas amendment and of this bill, H.R. 3246, the Advanced Vehicle Technology Act.

Our amendment would direct the Department of Energy to establish an Innovative Automotive Demonstration Program to award competitive grants for the purpose of demonstrating and for bringing to the market very high energy-efficient vehicles, achieving at least 70 miles per gallon in the near term.

Creating opportunities such as this ensures that we are utilizing the expertise of both the Department of Energy and of those in the industry who have real-world experience. This program will help to ensure that our Nation remains competitive in the world automotive market. Here at home, it will not only help us to meet new mileage and emissions requirements but to far exceed them.

Right now, companies across the Nation, including in central Florida, are researching and developing vehicles that will use lightweight materials and highly efficient engines, enabling them to potentially reach 100 miles per gallon. This program will help ensure that these companies are able to move past the R&D stage to demonstration and to full-scale manufacturing in the near term. Our Nation can lead the world in innovation and in technology achievements if we are willing to make the investment.

I would like to thank my friend and colleague, Congressman POSEY, for working with me on this important program which, I think, will be beneficial to consumers, which will help us to reduce our emissions and dependence on foreign oil, and which will lead to new jobs in central Florida and across the Nation.

I urge my colleagues to support the bipartisan Posey-Kosmas amendment and the underlying bill.

I reserve the balance of my time.

Mr. POSEY. Mr. Chairman, I yield to my colleague, the ranking member, the gentleman from Texas (Mr. HALL).

Mr. HALL of Texas. Mr. Chairman, I rise in support of the Posey amendment.

Mr. POSEY's goal is to direct the Department of Energy to give the same consideration to demonstrating vehicles using fossil fuels that can achieve 70 miles per gallon or more as they are to alternatively fueled vehicles and hybrids. I support that.

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

Ms. KOSMAS. Mr. Chairman, I yield to Chairman BART GORDON.

Mr. GORDON of Tennessee. Thank you, Ms. KOSMAS.

I appreciate your hard work on this amendment as well as Mr. POSEY's. You've brought us an amendment that is consistent with the overall goals of the bill but which requires some fine-tuning as we move through the conference process. With that understanding, we would still like to work with the gentleman and gentlewoman on perfecting the language as we move forward, and I support the amendment and urge its adoption.

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

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

The amendment was agreed to.

AMENDMENT NO. 6 OFFERED BY MR. GORDON OF TENNESSEE

The CHAIR. It is now in order to consider amendment No. 6 printed in House Report 111–255.

Mr. GORDON of Tennessee. Mr. Chairman, I rise as the designee for Mr. KENNEDY, and I have an amendment at the desk.

The CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 6 offered by Mr. GORDON of Tennessee:

Page 10, line 12, insert ''qualified plug-in electric vehicle manufacturers,'' after ''transit vehicle manufacturers,''.

The CHAIR. Pursuant to House Resolution 745, the gentleman from Tennessee (Mr. GORDON) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Tennessee.

Mr. GORDON of Tennessee. Mr. Chairman, Mr. KENNEDY's amendment seeks to recognize that the Nation's vehicle fleet encompasses more than just 4-wheel passenger cars and large commercial trucks and that the ultra-efficient 2-wheel and 3-wheel vehicles should also be considered eligible for Federal research activities. I support my colleague's amendment and urge its adoption.

I reserve the balance of my time.

Mrs. BIGGERT. Mr. Chairman, I rise to claim time in opposition to the Kennedy amendment even though I am not necessarily opposed to the amendment.

The CHAIR. Without objection, the gentlewoman from Illinois is recognized for 5 minutes.

There was no objection.

Mrs. BIGGERT. Mr. Chairman, I just have a question of the designee, Mr. GORDON.

I am not sure that this amendment is necessary as I believe that a qualified plug-in electric vehicle manufacturer is considered an automotive manufacturer.

Do you think that there definitely needs to be something written into the amendment saying that a qualified plug-in electric vehicle manufacturer is considered an automotive manufacturer?

Mr. GORDON of Tennessee. I will yield to Mr. KENNEDY.

Mr. KENNEDY. Yes. To answer the gentlewoman's question, obviously, with advanced technology and energy-efficient vehicles, we're looking at all sorts of modes of transportation. Of course, in Europe, these modes of transportation, for the most part, are these small motor scooters. In fact, if we're looking to become energy independent and efficient and if we're trying to incentivize in this country the production and manufacturing of vehicles that are going to reduce our dependence on foreign oil and are going to promote energy efficiency, we cannot do this and miss a large part of the market that the rest of the world is utilizing in order for them to become more energy independent and more energy efficient.

That's why it is important that we actually put this in the language of the bill, because, otherwise, they will not be eligible for the incentives that we make available for 4-wheel vehicles. In fact, if the idea is to promote all of these kinds of vehicles, we ought to make sure that it says that distinctly in the language.

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Mrs. BIGGERT. Reclaiming my time, as I said, I am not necessarily opposed. I just wanted clarification whether you thought that these vehicles would not be included in this bill, if they were not addressed.

Mr. KENNEDY. We have found already that these vehicles have not been able to garner the loan assistance that has been already available in other pieces of legislation and in the stimulus bill and previous legislation because they don't come under the strict definition of a 4-wheel vehicle.

We have tried to make the regulations flexible enough to say that they are two and can be retrofitted to become four, but, of course, that's kind of a stretch in the fact that the manufacturing process can be expanded to make 4-wheel vehicles out of these 2-wheel kinds of systems, but it's not the intended purpose of these manufacturing facilities. That's why we want to put it in specifically to mention 2- or 3-wheel vehicles.

Mrs. BIGGERT. Reclaiming my time, I would not oppose the amendment.

I yield back the balance of my time.

Mr. GORDON of Tennessee. First let me thank Mrs. BIGGERT for the work she has done in bringing this bill to us, as well as the work for those legitimate questions that I think need to be answered, and I think Mr. KENNEDY did answer.

I yield the balance of my time to the gentleman from Rhode Island (Mr. KENNEDY).

Mr. KENNEDY. I appreciate the gentlelady, and thank the gentleman from Tennessee for yielding me this time.

I won't go on any further than I have already explained except to say that obviously there are good green jobs. We talk about good green jobs in this bill. This is about good green jobs.

These vehicles are already being sold to police departments as public safety vehicles all across America. These Vectrix vehicles that are made in my State are electrical vehicles that have enormous capacity in the metropolitan areas. And, frankly, they are obviously great for the environment, but they are also fuel efficient, and they provide a great alternative to vehicles that we have since relied on that create such pollution in our air.

So I think this is good. It's creating good jobs here domestically.

And if we provide the loans, then we can keep these manufacturing jobs here at home. Roughly, 16,000 jobs are anticipated, conservatively, within the next 5 years as a result of just loans that can be made through the Department of Energy as a result of this amendment.

So I would ask that my colleagues favorably support this amendment.

Mr. Chair, I rise in support of my amendment, offered by Mr. GORDON, an amendment to ensure that this valuable legislation includes all manufacturers of qualified plug-in electric vehicles.

Right now, there are a dozen companies in our country that are designing and manufacturing 2- and 3-wheeled electric vehicles. They have not been able to participate in Department of Energy funding opportunities, not because they lack merit, but because they simply don't have 4 wheels.

If these companies had access to Department of Energy loans on the same basis as the rest of their industry, they could create 900 green jobs in the next year and 16,000 jobs in the next 5 years. With our current unemployment, we cannot afford to leave one job on the table.

My amendment is simple. It ensures that all manufacturers producing qualified plug-in electric vehicles are eligible under this legislation. In the past, innovative vehicles like electric motorcycles were left out simply because they did not conform to outdated definitions.

My amendment clarifies that these groundbreaking vehicles and their manufacturers are eligible under the program using a definition from existing law.

The electric vehicle industry has an opportunity to profoundly influence our nation's future. It can help to preserve our environment, revitalize our manufacturing base and help free us from our dependence on fossil fuels.

I urge my colleagues in the House to join me in support of all plug-in electric vehicles and adopt this amendment.

Mr. GORDON of Tennessee. I yield back the balance of my time.

The CHAIR. The question is on the amendment offered by the gentleman from Tennessee (Mr. GORDON).

The amendment was agreed to.

AMENDMENT NO. 7 OFFERED BY MR. GORDON OF TENNESSEE

The Acting CHAIR (Mr. SABLAN). It is now in order to consider amendment No. 7 printed in House Report 111–255.

Mr. GORDON of Tennessee. Mr. Chairman, I rise as the designee for Mr. HOLT, and I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 7 offered by Mr. GORDON of Tennessee:

Page 20, line 13, insert ''including agricultural and construction equipment,'' after ''nonroad equipment,''.

The Acting CHAIR. Pursuant to House Resolution 745, the gentleman from Tennessee (Mr. GORDON) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Tennessee.

Mr. GORDON of Tennessee. Mr. Chairman, Mr. HOLT's amendment would further clarify the pilot program for nonroad equipment. It is meant to include large mobile equipment as found in sectors such as agriculture and construction. The technologies used in these sectors are analogous to those found in on-road medium to heavy-duty trucks, and greater transfer of technology between sectors would benefit all.

This is a good amendment, and I urge the adoption.

I reserve the balance of my time.

Mrs. BIGGERT. Mr. Chairman, I rise to claim the time in opposition to the Holt amendment, even though I am not opposed to the amendment.

The Acting CHAIR. Without objection, the gentlewoman from Illinois is recognized for 5 minutes.

There was no objection.

Mrs. BIGGERT. Mr. Chairman, I support the Holt amendment. I think that this amendment makes clear that the pilot program was intended to include agricultural and construction nonroad equipment.

Therefore, I do support the amendment.

I yield back the balance of my time.

Mr. GORDON of Tennessee. I yield back the balance of my time.

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

The amendment was agreed to.

AMENDMENT NO. 8 OFFERED BY MR. MARSHALL

The Acting CHAIR. It is now in order to consider amendment No. 8 printed in House Report 111–255.

Mr. MARSHALL. I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 8 offered by Mr. MARSHALL:

Page 8, line 24, insert '', including the unique challenges facing rural areas'' after ''electric hybrid vehicles''.

The Acting CHAIR. Pursuant to House Resolution 745, the gentleman from Georgia (Mr. MARSHALL) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Georgia.

Mr. MARSHALL. Mr. Chairman, the bill provides that the Secretary shall conduct research. It actually mandates that the Secretary conduct research that's designed to improve the efficiency of vehicles that are used in transportation and the infrastructure that refuels or recharges those vehicles.

Mr. Chairman, it does not specifically, as it now stands, direct the Secretary to consider the unique challenges that face rural areas with regard to these issues. The population is not as dense. It can be more expensive to develop the infrastructure.

The distances typically that have to be covered by those who are using vehicles are greater. The infrastructure is probably going to have to be a little denser to take that into account, relatively speaking.

In rural areas you will find that many people use larger vehicles. Pickup trucks are very common, and it's not simply because folks like pickup trucks, it's because folks have heavy things to carry, large loads fairly regularly.

These are unique challenges that face rural America. And rural America is also that portion of America that really doesn't have a lot of extra money in its pocket to meet transportation costs.

So I think it's particularly appropriate that we specifically direct the Secretary to take into account the unique challenges facing rural America when it comes to transportation issues generally, and when it comes to our attempts to improve, make more efficient, make more cost efficient, make cleaner our use of transportation across the country.

I think the amendment should be noncontroversial. I certainly hope so.

I reserve the balance of my time.

Mrs. BIGGERT. Mr. Chairman, I rise to claim the time in opposition to the Marshall amendment, even though I am not opposed to the amendment.

The Acting CHAIR. Without objection, the gentlewoman from Illinois is recognized for 5 minutes.

There was no objection.

Mrs. BIGGERT. Mr. Chairman, I am supportive of the Marshall amendment. As the amendment states, there are unique challenges facing rural areas, especially in regards to refueling and infrastructure for alternative-fuel vehicles, such as those that run on natural gas and hydrogen or electric or plug-in electric hybrid vehicles that require an electrical outlet.

I thank Mr. MARSHALL for trying to ensure that rural Americans have the same benefits in this area as their urban counterparts.

With that, I would support this amendment.

I yield back the balance of my time.

Mr. MARSHALL. I thank the gentlelady for her support. I think all rural Americans thank the gentlelady for her support.

What I would like to do right now, Mr. Chairman, if I could ask, is yield some time to the gentleman from New Jersey (Mr. HOLT) whose amendment was just considered and adopted. Mr. HOLT couldn't be here at the time the amendment was considered, and I know he wants to speak a little bit about his amendment.

Mr. HOLT. Mr. Chairman, I thank my respected friend from Georgia and also the chairman for their support of my legislation, this amendment that is really quite simple, and I appreciate their support of it.

There is nothing in the bill that would prohibit the use of funds for advanced agriculture vehicles. My

amendment, as adopted, simply underscores the importance of research and development in this arena.

Rising food costs have been one of the greatest burdens of America's struggling families, and the cost of fuel in transporting agricultural products has been a major factor in these costs increases.

According to the U.S. Department of Agriculture, prices for what the department calls ''food at home,'' which includes grocery stores, convenience stores and food at farmers markets, will rise 2 to 3 percent this year following an increase of 6.4 percent last year, they say the highest jump in nearly two decades. Increasing food prices are expected to outpace increases in the Consumer Price Index.

Granted, the cost of fuel is only one factor in these increases. But everything we can do to ease the burden of high fuel costs of agricultural products certainly will help. Coming from the Garden State, which has a long agricultural tradition, I feel that this is as important an issue for my constituents as for those in the other 49 States.

I will continue to work to find ways to make agricultural production less costly, more sustainable.

Mr. Chair, I rise today in support of my amendment to the Advanced Vehicle Technology Act (H.R. 3246 which was offered by Mr. GORDON of Tennessee), to ensure that funding for the pilot program will be applied towards the development of more fuel efficient agricultural vehicles.

There is nothing in the bill that would have prohibited the use of funds for advanced agriculture vehicles; my amendment simply underscores the importance of research and development in this arena.

Rising food costs have been one of the greatest burdens on our struggling families, and the cost of fuel in producing and transporting agricultural products has been a major factor in these cost increases. According to experts from the U.S. Department of Agriculture, prices for what the Department calls ''food at home,'' which includes purchases at grocery stores, convenience stores and farmers' markets, will rise 2 to 3 percent this year, following an increase of 6.4 percent last year, ''the highest jump in nearly two decades.'' Increasing food prices are expected to outpace increases in the Consumer Price Index.

Granted, the cost of fuel is not the only factor behind the increasing price of food. But everything we can do to ease the burden of high fuel costs on agricultural production will help. Coming from the Garden State which has a long agricultural tradition, this is an important issue to my constituents.

I will continue to work to find ways to make agricultural production less costly and more sustainable, because I believe it is critical to our food security. I urge my colleagues to support this amendment.

Mr. MARSHALL. Mr. Chairman, I would like to yield 30 seconds to the chairman of the committee, who continues to regularly beat me in every running race we have, the gentleman from Tennessee.

Mr. GORDON of Tennessee. More importantly, I want to thank you for this very excellent, constructive amendment. It seeks to recognize the unique challenges faced by rural communities as we move toward greater electrification of the transportation sector.

I too share the concern for my constituents in Middleton, Tennessee. This is an excellent amendment, an improvement to a good bill, and I urge its adoption.

Mr. MARSHALL. If I could just wrap up, you know, I am no expert in this area, but I do know rural areas. And with the distances, the weights of vehicles, it seems to me that natural gas and natural gas distribution facilities and hybrid engines probably are what we are going to need in rural areas more than anything else, and that pure electric isn't going to work very well.

But that's for the experts to figure out. What this amendment does is essentially direct the Secretary to make sure that the experts do focus on questions like that.

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

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

The amendment was agreed to.

AMENDMENT NO. 9 OFFERED BY MR. COHEN

The Acting CHAIR. It is now in order to consider amendment No. 9 printed in House Report 111–255.

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

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 9 offered by Mr. COHEN:

Page 10, lines 1 through 3, amend paragraph (2) to read as follows:

(2) multiple battery chemistries and novel energy storage devices, including nonchemical batteries and electromechanical storage technologies such as hydraulics, flywheels, and compressed air storage;

The Acting CHAIR. Pursuant to House Resolution 745, the gentleman from Tennessee (Mr. COHEN) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Tennessee.

Mr. COHEN. I yield myself such time as I may consume.

I would first like to commend Representative PETERS and the Science and Technology Committee for sponsoring this forward-looking piece of legislation and, of course, Chairman GORDON for his outstanding work in bringing this to the floor.

For more than a century the United States has been the home to automobile innovation. This innovation made the U.S.A. the world leader in automobile production and automobile design. Cars and the United States were almost synonymous.

However in recent years the United States has fallen far behind Asian and European automakers and countries there with regard to vehicle innovation, especially when it comes to fuel efficiency. As gas prices continue to rise and American citizens become more concerned about global warming and energy security, they have responded by purchasing more fuel-efficient vehicles.

So the American car manufacturer must meet that demand to stay active and viable. Finding a safe, affordable and clean alternative to oil will not be cheap nor easy. Public and private entities will have to work cooperatively to solve this technological problem. Old-fashioned American entrepreneurship will need to be working on the cutting edge of technological advancements to keep our automobile industry alive.

From hydrogen fuel cells to electric cars, these innovators are leaving no stone unturned when it comes to finding energy solutions. So with such an array of technologies holding so much promise, we cannot afford to ignore any promising technology. With this in mind, Amendment No. 9 assures electromechanical storage technologies such as hydraulics, flywheels and compressed air storage are also allowed to be researched under this Department of Energy program.

These technologies hold tremendous promise and need to be explored as energy alternatives. For example, existing compressed air cars average more than 115 gas-equivalent miles per gallon and can reach speeds of up to 90 miles an hour. Most importantly, these cars emit almost zero carbon dioxide and only cost $2 to $3 to fill up.

□ 1415

Technologies such as compressed air are not yet perfect; however, with the passage of the Advanced Vehicles Technology Act, these innovative technologies can receive the funding they need to transform a novel fuel source into an energy solution of the future. Doing so will spur development throughout the country in small scientific laboratories, and one in Memphis, Bioworks, in my district might be one that engages in this, as well as in the massive grounds of General Motors, Ford, and other American manufacturing plants.

The economic competitiveness and safety of the United States depends upon the ability of American entrepreneurs to develop viable alternatives to oil. In order to ensure our future security, we must make a down payment on the future of our country by seriously investing in alternative energy research.

For these reasons, I strongly urge the passage of this amendment to the Advanced Vehicles Technology Act, which simply gives another alternative to the Department of Energy to move us into the future in a progressive and sound way.

Mrs. BIGGERT. Mr. Chairman, I rise to claim the time in opposition to the Cohen amendment even though I am not opposed to the amendment.

The Acting CHAIR. Without objection, the gentlewoman from Illinois is recognized for 5 minutes.

There was no objection.

Mrs. BIGGERT. Mr. Chairman, I do support the amendment. I think it simply lays out examples of electromechanical storage technologies to make sure that they are included in this bill.

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

Mr. COHEN. Mr. Chairman, I yield to the gentleman from Murfreesboro, Tennessee (Mr. GORDON), the chairman of the committee.

Mr. GORDON of Tennessee. I thank Mr. COHEN for yielding.

I also thank him for presenting this good amendment to us. It seeks to recognize the full range of energy storage devices that can be incorporated into vehicles, including beyond batteries. We have worked with Mr. COHEN in perfecting the language. It's a good amendment, and I urge adoption.

Mr. COHEN. Mr. Chairman, I urge a positive vote on the amendment, and I yield back the balance of my time.

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

The amendment was agreed to.

AMENDMENT NO. 10 OFFERED BY DONNELLY OF INDIANA

The Acting CHAIR. It is now in order to consider amendment No. 10 printed in House Report 111–255.

Mr. DONNELLY of Indiana. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 10 offered by Mr. DONNELLY of Indiana:

Page 15, line 20, insert ``, recreational,'' after ``heavy-duty commercial''.

Page 17, line 11, insert ``, recreational,'' after ``heavy-duty commercial''.

The Acting CHAIR. Pursuant to House Resolution 745, the gentleman from Indiana (Mr. DONNELLY) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Indiana.

Mr. DONNELLY of Indiana. Mr. Chairman, I yield myself such time as I may consume.

Americans across the country have, for decades, taken their families and recreational vehicles to national parks, historic battlefields, and other tourist sites and towns that are uniquely American. Despite the recent economic downturn and increase in gas prices, thousands more RVs will continue to be sold each year.

My amendment is simple: Include RVs as eligible for vehicle technologies research at the Department of Energy under section 201 of the bill dealing with medium and heavy duty and transit vehicles.

The RV industry has been moving in the right direction with fuel efficiency research; however, just as with other medium and heavy duty vehicles, the costs of such research for RVs are high. High costs in a tough economic climate slow progress by making it difficult for companies to set sufficient research funding aside.

Including RVs among medium and heavy duty vehicles makes sense because of their similar size, weight, and power train. H.R. 3246 prioritizes making our vehicle fleet in the United States as fuel efficient as possible by developing and promoting new technologies, and our amendment clarifies that recreational vehicles should be part of these efforts, ensuring that the thousands of new RVs that drive onto America's roads each year are using the least amount of fuel possible.

I strongly support H.R. 3246 and believe this amendment to include RVs will make the program more successful in ensuring medium and heavy duty vehicles are more efficient energy users.

Mr. Chairman, I strongly support this bill, and I thank Chairman GORDON and Mr. PETERS for their work on this legislation to help make the vehicles on our roads more fuel efficient and our auto industry more competitive for the future. I would also like to thank my good friends and colleagues Mr. SOUDER and Mr. DEFAZIO for their support of this amendment.

I urge the House to support my amendment and also to support the underlying bill.

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

Mrs. BIGGERT. Mr. Chairman, I rise to claim time in opposition to the Donnelly amendment.

The Acting CHAIR. The gentlewoman from Illinois is recognized for 5 minutes.

Mrs. BIGGERT. Mr. Chairman, I have some real concerns with this amendment. I just wonder if this bill is really the proper place for this amendment that includes recreational vehicles in a title of the bill that is intended to provide research, development, demonstration, and commercial application on medium to heavy duty commercial and transit vehicles, and I'm afraid that this amendment would divert funds from an area of research that would be more beneficial to the population at large. And I would have a question to ask of the sponsor for clarification.

There is a definition of the recreational vehicle. Would this include not just a commercial truck or bus type of vehicle, but does this include all RVs that could be a pickup or a van that they would be attached to?

Mr. DONNELLY of Indiana. If the gentlewoman will yield, this includes bus-like vehicles. This does not include towables or pickups.

Mrs. BIGGERT. Reclaiming my time, so in other words, this would be the same kind of chassis that would be in one of the commercial trucks?

Mr. DONNELLY of Indiana. It would be very similar to those chassis, yes, to fit in with the spirit of this section.

Mrs. BIGGERT. Another concern is that this is for recreational vehicles and this is limited taxpayer money. Do you think that the American people would like to see this included as the type of research and development that we would be asking to designate——

Mr. DONNELLY of Indiana. Will the gentlewoman yield?

Mrs. BIGGERT. I yield.

Mr. DONNELLY of Indiana. I absolutely think the American taxpayers would be in support of this because it creates jobs and it creates opportunity. So, yes, I do.

Mrs. BIGGERT. Mr. Chairman, the RV is an optional purchase for a consumer, usually used for vacation purposes. We've been talking about recreational. And, again, I really have some concerns of spending taxpayer funds on research and development. If the gentleman could convince me that this would lower the fuel consumption so much that it would save—

Do you have any idea how many recreational vehicles there are that would benefit from this research?

Mr. DONNELLY of Indiana. Will the gentlewoman yield?

Mrs. BIGGERT. Yes, I yield to the gentleman.

Mr. DONNELLY of Indiana. We would have a lot more sold if we had better mileage. That's the attempt on this. We are trying to save millions of gallons of gasoline and of diesel each year and to create thousands and thousands of additional jobs and strengthen our economy, very much the same type of goals that we have had in the other programs that are part of this.

Mrs. BIGGERT. I thank the gentleman. And I'm afraid I must still stand in opposition to this amendment.

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

Mr. DONNELLY of Indiana. Mr. Chairman, I yield 30 seconds to the chairman, the gentleman from Tennessee (Mr. GORDON).

Mr. GORDON of Tennessee. I thank Mr. DONNELLY for yielding.

In this bipartisan amendment, my colleagues seek to recognize the unique requirements of the types of vehicles commonly known as recreational vehicles. They highlight an important industry within the medium to heavy duty truck sector, and I would point out that these are heavy users of fuel. If we can make them more fuel efficient, we certainly are going to make our country less dependent on foreign oil. I think that this is an excellent use of these research dollars, and I support the amendment.

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

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

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

Mrs. BIGGERT. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by

the gentleman from Indiana will be postponed.

AMENDMENT NO. 11 OFFERED BY MR. ALTMIRE

The Acting CHAIR. It is now in order to consider amendment No. 11 printed in House Report 111–255.

Mr. ALTMIRE. Mr. Chairman, I rise as the designee of Congressman SESTAK, the author of amendment No. 11.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 11 offered by Mr. ALTMIRE:

Page 14, line 5, insert ''advanced battery'' after ''vehicle, engine,''.

Page 14, line 16, strike ''; and'' and insert a semicolon.

Page 14, line 17, redesignate paragraph (8) as paragraph (9).

Page 14, after line 16, insert the following new paragraph:

(8) improve the calendar life and cycle life of advanced batteries; and

The Acting CHAIR. Pursuant to House Resolution 745, the gentleman from Pennsylvania (Mr. ALTMIRE) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Pennsylvania.

Mr. ALTMIRE. Mr. Chairman, the legislation before us would reauthorize the Department of Energy's Vehicle Technologies Program, which invests in advanced vehicle research and development. This program taps American ingenuity to create good-paying American jobs and, importantly, reduce our dependence on foreign oil.

The Advanced Vehicle Technology Act requires the Energy Secretary to research and develop advanced automobile battery manufacturing. Automotive batteries for plug-in hybrids and electric vehicles are promising, but they are not yet fully competitive in the market.

Congressman SESTAK's amendment would require the Secretary to consider two additional factors in bringing advanced batteries for plug-in vehicles and electric cars to market.

First, electric vehicle batteries are limited by the number of times they can be charged and depleted before the battery fails entirely. To extend battery life cycles, vehicle manufacturers oversize the batteries, often extending battery life but then sacrificing cost and efficiency in the process. The gentleman's amendment would require research and development of technology to efficiently increase battery life.

Second, vehicle battery manufacturing is an energy-and emissions-intensive process, which ultimately contributes to an electric vehicle's carbon footprint. Congressman SESTAK's amendment would require the Energy Secretary to research and develop new technologies to increase efficiency in the battery manufacturing process.

I thank Chairman GORDON, and I urge support for Mr. SESTAK's amendment.

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

Mrs. BIGGERT. Mr. Chairman, I rise to claim the time in opposition to the Sestak amendment even though I am not opposed to the amendment.

The Acting CHAIR. Without objection, the gentlewoman from Illinois is recognized for 5 minutes.

There was no objection.

Mrs. BIGGERT. Mr. Chairman, I rise in support of the Sestak amendment.

As we conduct research and development and produce and manufacture advanced batteries, it makes sense to, at the same time, look into ways to not only reduce waste streams, emissions, and energy intensity, but also to improve the calendar life and cycle life of these advanced batteries.

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

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

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

The amendment was agreed to.

AMENDMENT NO. 12 OFFERED BY MR. MASSA

The Acting CHAIR. It is now in order to consider amendment No. 12 printed in House Report 111–255.

Mr. MASSA. Mr. Chairman, I have an amendment at the desk made in order under the rule.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 12 offered by Mr. MASSA:

Page 11, lines 12 through 14, amend paragraph (4) to read as follows:

(4) give consideration to conversion of existing or former vehicle technology development or manufacturing facilities for the purposes of this Act, and support public-private partnerships dedicated to overcoming barriers in commercial application of transformational vehicle technologies that utilize such industry-led facilities; and

The Acting CHAIR. Pursuant to House Resolution 745, the gentleman from New York (Mr. MASSA) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from New York.

□ 1430

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

The importance of this bill and the support for critical new vehicle technologies in the United States simply cannot be overstated. The future of the American automobile industry and its accompanying tens of thousands of American jobs rest on the ability of domestic car companies to research, develop and commercialize new, clean, efficient technologies that will be the backbone of a new U.S. vehicle market in the future and for future generations.

We have achieved many breakthroughs in advanced vehicle technologies; and I am certain with the continued support from Congress and the American people, this progress will continue. Taking these breakthroughs from research to reality, however, has been an ongoing challenge for American innovators. Facing many barriers that prevent breaking new technologies getting to the marketplace, automobile companies have always had challenges commercializing advanced vehicles to help reduce our Nation's dangerous, if not critically dangerous, dependence on foreign oil, should I say hostile foreign oil.

Much of the focus of the past efforts by the Federal Government has been on the research side. With this amendment, the equally important commercialization part will now receive attention.

My amendment will help change this emphasizing the importance of those barriers to commercialization and by supporting new ways to help our domestic car companies bring advanced vehicle technologies online. Beyond support for research and development, we must follow through completely on our obligations to the American people to develop real solutions to our growing energy crisis. We cannot be satisfied with abandoning new technologies every time they leave the laboratory. We must help our automobile makers carry these technologies across the finish line or face the alternative as we have in the past and seen time and time again where U.S. innovation and research is picked up and developed by foreign competitors. Thus, we lose our market share and advantage in the marketplace.

To support true, real change and to bring about a serious new change for new generations of advanced technology vehicles in the United States, we must focus on basic research and on public-private partnerships that utilize the expertise of industry to conquer the many impediments to commercializing these promising new technologies.

I reserve the balance of my time.

Mrs. BIGGERT. Mr. Chairman, I claim the time in opposition to the Massa amendment, and I am not necessarily in opposition to the amendment.

The Acting CHAIR. Without objection, the gentlewoman from Illinois is recognized for 5 minutes.

There was no objection.

Mrs. BIGGERT. Mr. Chairman, I do have some concerns about the gentleman's amendment. As I read the amendment, I note that Mr. MASSA is adding language that would support public-private partnerships dedicated to overcoming barriers in commercial application of transformational vehicle technologies that utilize such industry-led facilities.

Perhaps the gentleman could explain in a little more detail who would be able to take advantage of this change and what types of activities it would allow.

Mr. MASSA. Would the gentlelady yield?

Mrs. BIGGERT. I yield to the gentleman.

Mr. MASSA. I think your question cuts to the core of what public-private

partnerships can do to help American industry. First, this is targeted at the domestic American automobile industry. As we have seen over and over again as our competitors around the world do everything they can to lower barriers to business competition and business commercialization, I seek to give that opportunity to our industries as well.

You know, having spent some time in business running a factory line, I understand what it means to get to the finish line, have a great product and then face barrier upon barrier of unnecessary regulation when all I need is an open line of communication to be able to overcome these. This is the spirit in which this amendment is offered, to offer the maximum amount of opportunity to our domestic industry. I think that not only the American people but my colleagues and good friends across the aisle can join me in that spirit.

Mrs. BIGGERT. Reclaiming my time, can you give me an example of a barrier?

Mr. MASSA. Would the gentlelady yield?

Mrs. BIGGERT. I yield.

Mr. MASSA. As a specific opportunity, we all know that State and Federal governments have a tremendous amount of data capability to be able to do market research and understand how the marketplace operates. And yet many times, because a corporation or a company or a private manufacturer is private, they cannot readily access that information. That is a key example of the kinds of barriers to commercialization that we must remove. These are lessons that our good friends and allies across the world, who frankly are our economic competitors, have already realized and moved forward on. I seek to give our domestic manufacturers the exact same advantages.

Mrs. BIGGERT. Reclaiming my time, you said it would help the American manufacturers. Is it one specific manufacturer, or who would this benefit? I want to make sure that it is not just a specific manufacturer.

Mr. MASSA. Would the gentlelady yield?

Mrs. BIGGERT. I yield.

Mr. MASSA. Certainly the context of this amendment is offered with the specific focus of assisting domestic automobile manufacturers. But as I am sure the gentlelady would agree with me, automobile manufacturing is such a large and encompassing industrial activity, that this will not only go from the factory floor in Detroit but may in fact help the small mom-and-pop manufacturers that support that activity. So this will have a very broad benefit across a wide spectrum of economic activities, ultimately focused on helping advanced vehicle technologies.

Mrs. BIGGERT. Reclaiming my time, I just want to make sure that we all understand the intent so we can make an informed decision as to whether it is appropriate to this bill.

Could you give me a little more on who benefits from this and the barriers?

Mr. MASSA. Would the gentlelady yield?

Mrs. BIGGERT. I yield to the gentleman.

Mr. MASSA. I can certainly do that, perhaps with your concurrence, by offering a specific example.

As we face new technologies, be they hybrid, be they new fuel sources like second-generation ethanol or hydrogen, those technologies as they mature across a pilot production line will ultimately produce a vehicle that will be offered to the American people. The business model of going from the laboratory to the actual showroom floor is as complex as the research and development.

This amendment seeks to recognize that and lower those barriers. Visualize, if I might offer this: as the vehicle rolls out of the laboratory, and we have all raised children, I have a teenager. I know how to get that teenager through college. And by golly, that is what this concept does. It helps that vehicle stand on its own so it can be proudly purchased by Americans.

Mrs. BIGGERT. Reclaiming my time, I know you are talking about the commercialization, which is what we sometimes call the ''valley of death'' for companies to get out beyond the demonstration to the marketplace which is probably the hardest for so many companies. And you think that this will help a lot of different companies be able to do that?

Mr. MASSA. Would the gentlelady yield?

Mrs. BIGGERT. I yield.

Mr. MASSA. Based on my personal experience of having run production lines in factories, I am certain that this will help in the commercialization of American-made products and thus help the American manufacturing sector.

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

Mr. MASSA. Mr. Chairman, I yield 1 minute to the Chair and the individual who is responsible for allowing me the honor of presenting this amendment, the gentleman from Tennessee (Mr. GORDON).

Mr. GORDON of Tennessee. Let me thank Mr. MASSA for bringing this excellent amendment to our attention. It makes a good bill better. I support it.

Let me conclude by saying that this bill moved relatively smoothly today. This is a very important bill, but it didn't happen by accident. I want to thank Mrs. BIGGERT and Mr. HALL for working with Mr. PETERS in really a collegial way to bring this important bill before us.

But as all Members of Congress know, if it wasn't for diligent, dedicated staff, we could not bring this type of important legislation before us. So I want to thank Chris King, who is the staff director for the Energy Subcommittee on the Science and Technology Committee, and for leading a good team of John Piazza, Hillary Cain, Elizabeth Chapel, and for working with Jonathan Smith from Mr. PETERS' office. Without your work, we could not have brought this bill, and I thank you for it.

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

The Acting CHAIR. The question is on the amendment offered by the gentleman from New York (Mr. MASSA).

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

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

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

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, proceedings will now resume on those amendments printed in House Report 111–255 on which further proceedings were postponed, in the following order:

amendment No. 2 by Mr. HALL of Texas,

amendment No. 10 by Mr. DONNELLY of Indiana,

amendment No. 12 by Mr. MASSA of New York.

The Chair will reduce to 5 minutes the time for any electronic vote after the first vote in this series.

AMENDMENT NO. 2 OFFERED BY MR. HALL OF TEXAS

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Texas (Mr. HALL) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The vote was taken by electronic device, and there were—ayes 179, noes 253, not voting 7, as follows:

[Roll No. 705]

AYES—179

Aderholt	Broun (GA)	Cole
Adler (NJ)	Brown (SC)	Conaway
Akin	Brown-Waite, Ginny	Crenshaw
Alexander	Buchanan	Culberson
Altmire	Burgess	Davis (KY)
Bachmann	Burton (IN)	Deal (GA)
Bachus	Buyer	Dent
Barton (TX)	Calvert	Diaz-Balart, L.
Berry	Campbell	Diaz-Balart, M.
Biggert	Cantor	Doggett
Bilbray	Cao	Dreier
Bilirakis	Capito	Duncan
Bishop (UT)	Carney	Emerson
Blackburn	Carter	Fallin
Blunt	Cassidy	Flake
Boehner	Castle	Fleming
Bono Mack	Chaffetz	Forbes
Boozman	Childers	Fortenberry
Boustany	Coble	Foxx
Brady (TX)	Coffman (CO)	Franks (AZ)
Bright		Frelinghuysen

Gallegly
Garrett (NJ)
Gerlach
Gingrey (GA)
Goodlatte
Granger
Graves
Guthrie
Hall (TX)
Harper
Hastings (WA)
Heller
Hensarling
Herger
Himes
Hunter
Inglis
Issa
Jenkins
Johnson (IL)
Johnson, Sam
Jones
Jordan (OH)
King (IA)
King (NY)
Kingston
Kirkpatrick (AZ)
Kline (MN)
Kratovil
Lamborn
Lance
Latham
LaTourette
Latta
Lee (NY)
Lewis (CA)
Linder
LoBiondo
Lucas
Luetkemeyer
Lummis
Lungren, Daniel E.
Mack
Maloney
Manzullo
Marchant
McCarthy (CA)
McCaul
McClintock
McHenry
McKeon
McMahon
McMorris Rodgers
Mica
Miller (FL)
Miller, Gary
Minnick
Mitchell
Moran (KS)
Murphy (NY)
Myrick
Neugebauer
Nunes
Olson
Paul
Paulsen
Pence
Petri
Pitts
Platts
Poe (TX)
Posey
Price (GA)
Putnam
Radanovich
Rehberg
Reichert
Roe (TN)
Rogers (KY)
Rogers (MI)
Rohrabacher
Rooney
Ros-Lehtinen
Roskam
Royce
Ryan (WI)
Scalise
Schock
Sensenbrenner
Sessions
Shadegg
Shimkus
Shuster
Simpson
Skelton
Smith (NE)
Smith (NJ)
Smith (TX)
Souder
Stearns
Sullivan
Taylor
Teague
Terry
Thompson (PA)
Thornberry
Tiahrt
Tiberi
Walden
Wamp
Westmoreland
Whitfield
Wilson (SC)
Wittman
Wolf
Young (AK)
Young (FL)

NOES—253

Abercrombie
Ackerman
Andrews
Arcuri
Austria
Baca
Baird
Baldwin
Barrow
Bartlett
Bean
Becerra
Berkley
Berman
Bishop (GA)
Bishop (NY)
Blumenauer
Boccieri
Bonner
Bordallo
Boren
Boswell
Boucher
Boyd
Brady (PA)
Braley (IA)
Brown, Corrine
Butterfield
Camp
Capuano
Cardoza
Carnahan
Carson (IN)
Castor (FL)
Chandler
Christensen
Chu
Clarke
Clay
Cleaver
Clyburn
Cohen
Connolly (VA)
Conyers
Cooper
Costa
Costello
Courtney
Crowley
Cuellar
Cummings
Dahlkemper
Davis (AL)
Davis (CA)
Davis (IL)
Davis (TN)
DeFazio
DeGette
Delahunt
DeLauro
Dicks
Dingell
Donnelly (IN)
Doyle
Driehaus
Edwards (MD)
Edwards (TX)
Ehlers
Ellison
Ellsworth
Engel
Eshoo
Etheridge
Faleomavaega
Farr
Fattah
Filner
Foster
Frank (MA)
Fudge
Giffords
Gonzalez
Gordon (TN)
Grayson
Green, Al
Green, Gene
Griffith
Grijalva
Gutierrez
Hall (NY)
Halvorson
Hare
Harman
Hastings (FL)
Heinrich
Herseth Sandlin
Higgins
Hill
Hinchey
Hinojosa
Hirono
Hodes
Hoekstra
Holden
Holt
Honda
Hoyer
Inslee
Israel
Jackson (IL)
Jackson-Lee (TX)
Johnson (GA)
Johnson, E.B.
Kagen
Kanjorski
Kaptur
Kennedy
Kildee
Kilpatrick (MI)
Kilroy
Kind
Kirk
Kissell
Klein (FL)
Kosmas
Kucinich
Langevin
Larsen (WA)
Larson (CT)
Lee (CA)
Levin
Lewis (GA)
Lipinski
Loebsack
Lofgren, Zoe
Lowey
Luján
Lynch
Maffei
Markey (CO)
Markey (MA)
Marshall
Massa
Matheson
Matsui
McCarthy (NY)
McCollum
McCotter
McDermott
McGovern
McIntyre
McNerney
Meek (FL)
Meeks (NY)
Melancon
Michaud
Miller (MI)
Miller (NC)
Miller, George
Mollohan
Moore (KS)
Moore (WI)
Moran (VA)
Murphy (CT)
Murphy, Patrick
Murphy, Tim
Murtha
Nadler (NY)
Napolitano
Neal (MA)
Norton
Nye
Oberstar
Obey
Olver
Ortiz
Pallone
Pascrell
Pastor (AZ)
Payne
Perlmutter
Perriello
Peters
Peterson
Pierluisi
Pingree (ME)
Polis (CO)
Pomeroy
Price (NC)
Quigley
Rahall
Rangel
Reyes
Richardson
Rodriguez
Rogers (AL)
Ross
Rothman (NJ)
Roybal-Allard
Ruppersberger
Rush
Ryan (OH)
Sablan
Salazar
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schauer
Schiff
Schrader
Schwartz
Scott (GA)
Scott (VA)
Serrano
Shea-Porter
Sherman
Shuler
Sires
Slaughter
Smith (WA)
Snyder
Space
Speier
Spratt
Stark
Stupak
Sutton
Thompson (CA)
Thompson (MS)
Tierney
Titus
Tonko
Towns
Tsongas
Turner
Upton
Van Hollen
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters
Watson
Watt
Waxman
Weiner
Welch
Wexler
Wilson (OH)
Woolsey
Wu
Yarmuth

NOT VOTING—7

Barrett (SC)
Capps
Gohmert
McHugh
Schmidt
Sestak
Tanner

□ 1507

Messrs. WALZ, ROTHMAN of New Jersey, SALAZAR, DICKS, POLIS of Colorado, Ms. WOOLSEY, Messrs. BRALEY of Iowa, MCCOTTER, HOEKSTRA, MCDERMOTT, DAVIS of Tennessee, CAPUANO, Mrs. MCCARTHY of New York, Messrs. BONNER, LYNCH, FALEOMAVAEGA, MOLLOHAN, and Ms. TSONGAS changed their vote from ''aye'' to ''no.''

So the amendment was rejected.

The result of the vote was announced as above recorded.

(By unanimous consent, Mr. BACA was allowed to speak out of order.)

ROLL CALL CUP

Mr. BACA. Mr. Chair, on Monday we had a match, which is the Roll Call Cup, between the Democrats and the Republicans, our Ryder Cup, and we've had a series of matches. In the past, the Republicans have won it 4 years in a row. This year the Democrats won it to make it 4 years in a row by winning the series 12–5.

I want to thank both of the team captains who have worked so hard on the Ryder Cup, and that's ZACH WAMP on the Republican side for doing a good job and JOHN TANNER, who has been the representative for us.

But the real winners here are First Tee and Roll Call because this really goes out to help many underprivileged kids here in Washington, D.C., with the ability to play golf.

So again, on behalf of the Democrats who retain the cup for the fourth year in a row, thank you very much.

At this time I would like to yield some time to ZACH WAMP.

Mr. WAMP. Mr. Chairman, I just would like to add that we want to thank Dan Tate, Sr. with the PGA. We want to thank the First Tee program, which is much more than golf, ladies and gentlemen. It is a leadership, development and training program for young people. They now have First Tee facilities compliments of, frankly, the Congress at military bases all across the country and in 19 foreign countries.

The only highlight of this year's loss was that our three freshmen, Mr. ROE of Tennessee, Mr. ROONEY of Florida and Mr. HUNTER of California, performed admirably. So there is hope for next year and for the future. With that, congratulations to the Democrats. It is now 4–4. We look forward to raising money for First Tee in the future. From this year and in previous years, this event in 7 years has raised well over $1 million for the First Tee program, and for that, we should all be grateful.

I yield back to the gentleman from California.

Mr. BACA. Thank you very much.

Mr. Chair, if I may thank the Democrats who participated, and that is JOHN YARMUTH, JOHN TANNER, CHET EDWARDS, JIM CLYBURN, ALBIO SIRES, JIM COOPER, MIKE DOYLE, BART STUPAK, CHRIS CARNEY and ED PERLMUTTER. I want to thank the Ryder Cup team for their participation.

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR. Without objection, 5-minute voting will continue.

There was no objection.

AMENDMENT NO. 10 OFFERED BY MR. DONNELLY OF INDIANA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Indiana (Mr. DONNELLY) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This will be a 5-minute vote.

The vote was taken by electronic device, and there were—ayes 369, noes 62, not voting 8, as follows:

[Roll No. 706]

AYES—369

Abercrombie
Ackerman
Aderholt
Adler (NJ)
Akin
Alexander
Altmire
Andrews
Arcuri
Austria
Baca
Bachmann
Bachus
Baird
Baldwin
Barrow
Bean
Becerra
Berkley
Berman
Berry
Bilbray
Bilirakis
Bishop (GA)
Bishop (NY)
Blackburn
Blumenauer
Blunt
Boccieri
Bonner
Bono Mack
Boozman
Bordallo
Boren
Boswell
Boucher
Boyd
Brady (PA)
Brady (TX)
Braley (IA)
Bright
Brown (SC)
Brown, Corrine
Brown-Waite, Ginny
Buchanan
Burton (IN)
Butterfield
Buyer
Calvert
Camp
Campbell
Cao
Capito
Capuano
Cardoza
Carnahan
Carney
Carson (IN)
Cassidy
Castor (FL)
Chandler
Childers
Christensen
Chu
Clay
Cleaver
Clyburn
Coffman (CO)
Cohen
Cole
Connolly (VA)
Conyers
Cooper
Costa
Costello
Courtney
Crenshaw

Crowley
Cuellar
Culberson
Cummings
Dahlkemper
Davis (AL)
Davis (CA)
Davis (KY)
Davis (TN)
Deal (GA)
DeFazio
DeGette
Delahunt
DeLauro
Diaz-Balart, L.
Diaz-Balart, M.
Dicks
Dingell
Donnelly (IN)
Doyle
Dreier
Driehaus
Duncan
Edwards (MD)
Edwards (TX)
Ehlers
Ellison
Ellsworth
Emerson
Engel
Eshoo
Etheridge
Faleomavaega
Fallin
Farr
Fattah
Filner
Forbes
Foster
Frank (MA)
Franks (AZ)
Frelinghuysen
Fudge
Garrett (NJ)
Gerlach
Giffords
Gingrey (GA)
Gonzalez
Goodlatte
Gordon (TN)
Grayson
Green, Al
Green, Gene
Griffith
Grijalva
Guthrie
Gutierrez
Hall (NY)
Halvorson
Hare
Harman
Harper
Hastings (FL)
Herger
Herseth Sandlin
Higgins
Hill
Himes
Hinchey
Hinojosa
Hirono
Hodes
Hoekstra
Holden
Holt
Honda
Hoyer
Hunter
Inslee
Israel
Jackson (IL)
Jackson-Lee (TX)
Jenkins
Johnson (GA)
Johnson (IL)
Johnson, E. B.
Jones
Jordan (OH)
Kagen
Kanjorski
Kaptur
Kennedy
Kildee
Kilpatrick (MI)
Kilroy
Kind
King (IA)
King (NY)
Kirk
Kirkpatrick (AZ)
Kissell
Klein (FL)
Kline (MN)
Kosmas
Kratovil
Kucinich
Lance
Langevin
Larsen (WA)
Larson (CT)
Latham
LaTourette
Latta
Lee (CA)
Lee (NY)
Levin
Lewis (CA)
Lewis (GA)
Lipinski
LoBiondo
Loebsack
Lofgren, Zoe
Lowey
Lucas
Luetkemeyer
Luján
Lynch
Mack
Maffei
Maloney
Manzullo
Markey (CO)
Markey (MA)
Marshall
Massa
Matheson
Matsui
McCarthy (NY)
McClintock
McCollum
McCotter
McDermott
McGovern
McHenry
McIntyre
McKeon
McMahon
McMorris Rodgers
McNerney
Meek (FL)
Meeks (NY)
Melancon
Mica
Michaud
Miller (FL)
Miller (MI)
Miller (NC)
Miller, George
Minnick
Mitchell
Mollohan
Moore (KS)
Moore (WI)
Moran (VA)
Murphy (CT)
Murphy (NY)
Murphy, Patrick
Murtha
Myrick
Nadler (NY)
Napolitano
Neal (MA)
Norton
Nye
Oberstar
Obey
Olson
Olver
Ortiz
Pallone
Pascrell
Pastor (AZ)
Paulsen
Payne
Pence
Perlmutter
Perriello
Peters
Peterson
Pierluisi
Pingree (ME)
Pitts
Platts
Polis (CO)
Posey
Price (GA)
Price (NC)
Putnam
Quigley
Rahall
Rangel
Rehberg
Reichert
Reyes
Richardson
Rodriguez
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Ros-Lehtinen
Roskam
Ross
Rothman (NJ)
Roybal-Allard
Ruppersberger
Rush
Ryan (OH)
Sablan
Salazar
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Scalise
Schakowsky
Schauer
Schiff
Schock
Schrader
Schwartz
Scott (GA)
Scott (VA)
Serrano
Shea-Porter
Sherman
Shimkus
Shuler
Shuster
Simpson
Sires
Skelton
Slaughter
Smith (NE)
Smith (NJ)
Smith (TX)
Smith (WA)
Snyder
Souder
Space
Speier
Spratt
Stearns
Stupak
Sutton
Taylor
Teague
Terry
Thompson (CA)
Thompson (MS)
Thompson (PA)
Tiberi
Titus
Tonko
Towns
Tsongas
Turner
Upton
Van Hollen
Velázquez
Visclosky
Walden
Walz
Wamp
Wasserman Schultz
Waters
Watson
Watt
Waxman
Weiner
Welch
Westmoreland
Wexler
Whitfield
Wilson (OH)
Wilson (SC)
Wittman
Wolf
Woolsey
Wu
Yarmuth
Young (AK)
Young (FL)

NOES—62

Bartlett
Barton (TX)
Biggert
Bishop (UT)
Boehner
Boustany
Broun (GA)
Burgess
Cantor
Carter
Castle
Chaffetz
Coble
Conaway
Dent
Doggett
Flake
Fleming
Fortenberry
Foxx
Gallegly
Gohmert
Granger
Graves
Hall (TX)
Hastings (WA)
Heinrich
Heller
Hensarling
Inglis
Issa
Johnson, Sam
Kingston
Lamborn
Linder
Lummis
Lungren, Daniel E.
Marchant
McCarthy (CA)
McCaul
Miller, Gary
Moran (KS)
Murphy, Tim
Neugebauer
Nunes
Paul
Petri
Poe (TX)
Pomeroy
Radanovich
Rohrabacher
Rooney
Royce
Ryan (WI)
Sensenbrenner
Sessions
Shadegg
Stark
Sullivan
Thornberry
Tiahrt
Tierney

NOT VOTING—8

Barrett (SC)
Capps
Clarke
Davis (IL)
McHugh
Schmidt
Sestak
Tanner

□ 1520

Messrs. ROHRABACHER, ISSA and McCARTHY of California changed their vote from ''aye'' to ''no.''

Ms. ZOE LOFGREN of California changed her vote from ''no'' to ''aye.''

So the amendment was agreed to.

The result of the vote was announced as above recorded.

(By unanimous consent, Mr. SHIMKUS was allowed to speak out of order.)

HOOPS FOR HOPE

Mr. SHIMKUS. I will be brief, my colleagues and friends.

You see the trophy here, it's in the middle of the Chamber because this is one of the events where it's a bipartisan game. Last night, the Members of Congress defeated a team from the American League of Lobbyists in the 11th annual Hoops for Hope charity basketball game.

After being pummeled last year, we came roaring back with a surprising 52–39 win. This could not have been possible without the assistance of my co-captain, BRAD ELLSWORTH, and Members JEFF FLAKE, FRANK KRATOVIL, TODD TIAHRT, MIKE ARCURI, JOHN BOCCIERI, and Member emeritus KENNY HULSHOF.

I want to thank Visitation High School in Georgetown for their support, winning coach John Thompson from Georgetown, Coach Karl Hobbs from George Washington, Dave Johnson, who is a radio play-by-play announcer from WTOP, and the American League of Lobbyists, especially Paul Miller and Dave Weingold.

Over the 11 years of this charity event, we have raised over $400,000 in money going to Horton's Kids, Servant Christian Community Foundation, St. Anthony's Scholarship Fund, Washington Jesuit Academy, and the Luke Tiahrt Foundation.

I want to thank my colleagues for their support.

LOBBYIST TEAM 1

Coach: Keith Urgo, Asst. Head Coach, Villanova University
Jess Peterson, Western Skies Strategies
Jack Kelly, American Trucking Assn.
Josh Brown, CBS
Paul Kanitra, Carfax
Stephanie Holland, Squadra Films
Antonio Payne, IOPFDA
Casey Dinges, ASCE
Ray Bucheger, Friedman, Beaubien, Bucheger Federal Relations
Brian Wagner, ATK
Chaka Burgess, Amgen
Jesse Kerns, Amgen
Melissa Shannon, Kountoupes Consulting

LOBBYIST TEAM 2

Jim Martin, 60 Plus
Brad Knox, AFLAC
Bill Johnson, ATK
Booth Jameson, HP
Dan Cohen, ?
Danny Leonard, The Leonard Group
Monte Ward, Advanced Capitol Consulting
Brian Pallasch, ASCE
Paxton Baker, BET J
Michael Meehan, Blue Line Strategic Communications

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR. Without objection, 5-minute voting will continue.

There was no objection.

AMENDMENT NO. 12 OFFERED BY MR. MASSA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from New York (Mr. MASSA) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This will be a 5-minute vote.

The vote was taken by electronic device, and there were—ayes 416, noes 14, not voting 9, as follows:

[Roll No. 707]

AYES—416

Abercrombie
Ackerman
Aderholt
Adler (NJ)
Akin
Alexander
Altmire
Andrews
Arcuri
Austria
Baca
Bachmann
Bachus
Baird
Baldwin
Barrow
Bartlett
Barton (TX)
Bean
Becerra
Berkley
Berman
Berry
Biggert
Bilbray
Bilirakis
Bishop (GA)
Bishop (NY)
Bishop (UT)
Blumenauer
Blunt
Boccieri
Bonner
Bono Mack
Boozman
Bordallo
Boren
Boswell
Boucher
Boustany
Boyd
Brady (PA)
Brady (TX)
Braley (IA)
Bright
Brown (SC)
Brown, Corrine
Brown-Waite, Ginny
Buchanan
Burton (IN)
Butterfield
Buyer
Calvert
Camp
Campbell
Cao
Capito
Capuano
Cardoza
Carnahan
Carney
Carson (IN)
Carter
Cassidy
Castle
Castor (FL)
Chaffetz
Chandler
Childers
Christensen
Chu
Clarke
Clay
Cleaver
Clyburn
Coble
Coffman (CO)
Cohen
Cole
Conaway
Connolly (VA)
Conyers
Cooper
Costa
Costello
Courtney
Crenshaw
Crowley
Cuellar
Culberson
Cummings
Dahlkemper
Davis (AL)
Davis (CA)
Davis (IL)
Davis (KY)
Davis (TN)
Deal (GA)
DeFazio
DeGette
Delahunt
DeLauro
Dent
Diaz-Balart, L.
Diaz-Balart, M.
Dicks
Dingell

Doggett
Donnelly (IN)
Doyle
Dreier
Driehaus
Duncan
Edwards (MD)
Edwards (TX)
Ehlers
Ellison
Ellsworth
Emerson
Engel
Eshoo
Etheridge
Faleomavaega
Fallin
Farr
Fattah
Filner
Fleming
Forbes
Fortenberry
Foster
Foxx
Frank (MA)
Frelinghuysen
Fudge
Gallegly
Garrett (NJ)
Gerlach
Giffords
Gingrey (GA)
Gohmert
Gonzalez
Goodlatte
Gordon (TN)
Granger
Graves
Grayson
Green, Al
Green, Gene
Griffith
Grijalva
Guthrie
Gutierrez
Hall (NY)
Hall (TX)
Halvorson
Hare
Harman
Harper
Hastings (FL)
Hastings (WA)
Heinrich
Heller
Hensarling
Herger
Herseth Sandlin
Higgins
Hill
Himes
Hinchey
Hinojosa
Hirono
Hodes
Hoekstra
Holden
Holt
Honda
Hoyer
Hunter
Inglis
Inslee
Israel
Issa
Jackson (IL)
Jackson-Lee (TX)
Jenkins
Johnson (GA)
Johnson (IL)
Johnson, E. B.
Jones
Jordan (OH)
Kagen
Kanjorski
Kaptur
Kennedy
Kildee
Kilpatrick (MI)
Kilroy
Kind
King (NY)
Kingston
Kirk
Kirkpatrick (AZ)
Kissell
Klein (FL)
Kline (MN)
Kosmas
Kratovil
Kucinich
Lamborn
Lance
Langevin
Larsen (WA)
Larson (CT)
Latham
LaTourette
Latta
Lee (CA)
Lee (NY)
Levin
Lewis (CA)
Lewis (GA)
Linder
Lipinski
LoBiondo
Loebsack
Lofgren, Zoe
Lowey
Lucas
Luetkemeyer
Luján
Lungren, Daniel E.
Lynch
Maffei
Maloney
Manzullo
Marchant
Markey (CO)
Markey (MA)
Marshall
Massa
Matheson
Matsui
McCarthy (CA)
McCarthy (NY)
McCaul
McCollum
McCotter
McDermott
McGovern
McHenry
McIntyre
McKeon
McMahon
McMorris Rodgers
McNerney
Meek (FL)
Meeks (NY)
Melancon
Mica
Michaud
Miller (FL)
Miller (MI)
Miller (NC)
Miller, Gary
Miller, George
Minnick
Mitchell
Mollohan
Moore (KS)
Moore (WI)
Moran (KS)
Moran (VA)
Murphy (CT)
Murphy (NY)
Murphy, Patrick
Murphy, Tim
Murtha
Myrick
Nadler (NY)
Napolitano
Neal (MA)
Neugebauer
Norton
Nunes
Nye
Oberstar
Obey
Olson
Olver
Ortiz
Pallone
Pascrell
Pastor (AZ)
Paulsen
Payne
Pence
Perlmutter
Perriello
Peters
Peterson
Petri
Pierluisi
Pingree (ME)
Pitts
Platts
Polis (CO)
Pomeroy
Posey
Price (GA)
Price (NC)
Putnam
Quigley
Radanovich
Rahall
Rangel
Rehberg
Reichert
Reyes
Richardson
Rodriguez
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rohrabacher
Ros-Lehtinen
Roskam
Ross
Rothman (NJ)
Roybal-Allard
Royce
Ruppersberger
Rush
Ryan (OH)
Sablan
Salazar
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Scalise
Schakowsky
Schauer
Schiff
Schock
Schrader
Schwartz
Scott (GA)
Scott (VA)
Sensenbrenner
Serrano
Sessions
Shea-Porter
Sherman
Shimkus
Shuler
Shuster
Simpson
Sires
Skelton
Slaughter
Smith (NE)
Smith (NJ)
Smith (TX)
Smith (WA)
Snyder
Souder
Space
Speier
Spratt
Stark
Stearns
Stupak
Sullivan
Sutton
Taylor
Teague
Terry
Thompson (CA)
Thompson (MS)
Thompson (PA)
Thornberry
Tiahrt
Tiberi
Tierney
Titus
Tonko
Towns
Tsongas
Turner
Upton
Van Hollen
Velázquez
Visclosky
Walden
Walz
Wamp
Wasserman Schultz
Waters
Watson
Watt
Waxman
Weiner
Welch
Westmoreland
Wexler
Whitfield
Wilson (OH)
Wilson (SC)
Wittman
Wolf
Woolsey
Wu
Yarmuth
Young (AK)
Young (FL)

NOES—14

Blackburn
Boehner
Broun (GA)
Flake
Franks (AZ)
Johnson, Sam
King (IA)
Lummis
McClintock
Paul
Poe (TX)
Rooney
Ryan (WI)
Shadegg

NOT VOTING—9

Barrett (SC)
Burgess
Cantor
Capps
Mack
McHugh
Schmidt
Sestak
Tanner

□ 1531

So the amendment was agreed to.

The result of the vote was announced as above recorded.

The Acting CHAIR. The question is on the committee amendment in the nature of a substitute, as amended.

The committee amendment in the nature of a substitute, as amended, was agreed to.

□ 1530

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

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. WEINER) having assumed the chair, Mr. SABLAN, Acting Chair of the Committee of the Whole House on the State of the Union, reported that that Committee, having had under consideration the bill (H.R. 3246) to provide for a program of research, development, demonstration and commercial application in vehicle technologies at the Department of Energy, pursuant to House Resolution 745, he reported the bill back to the House with an amendment adopted by the Committee of the Whole.

The SPEAKER pro tempore. Under the rule, the previous question is ordered.

The question is on the amendment.

The amendment was agreed to.

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

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

MOTION TO RECOMMIT

Mr. BROUN of Georgia. Mr. Speaker, I have a motion to recommit at the desk.

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

Mr. BROUN of Georgia. In its current form, I am.

The SPEAKER pro tempore. The Clerk will report the motion to recommit.

The Clerk read as follows:

Representative Broun moves to recommit the bill H.R. 3246 to the Committee on Science and Technology with instructions to report the same back to the House forthwith, with the following amendment:

Page 7, after line 8, insert the following new subsection:

(e) LIMITATION.—Notwithstanding subsections (a) through (d), this section shall take effect in the first fiscal year—

(1) with respect to which no other funding is authorized by law for the Department of Energy vehicle technologies research, development, demonstration, and commercial application purposes of this Act; and

(2) that follows any fiscal year in which the actual annual Federal budget deficit did not exceed $500,000,000,000.

Mr. BROUN of Georgia (during the reading). Mr. Speaker, I ask unanimous consent to dispense with the reading.

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

There was no objection.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Georgia is recognized for 5 minutes in support of his motion.

Mr. BROUN of Georgia. Mr. Speaker, my motion would seek to improve this legislation by allowing it to take effect at a time when our fiscal house is more in order and at a time when no other taxpayer dollars are being spent on the same activities that are authorized by this bill.

The motion specifies that no money may be spent for the activities authorized under this bill until such time as the funds which are already being spent for these same types of activities under authorizations, such as funds from the Energy Independence and Security Act and the American Recovery and Reinvestment Act, are expended.

Additionally, the legislation specifies that $2.83 billion authorized under this act is only authorized to be appropriated if we are able to reduce the current deficit to $500 billion.

Mr. Speaker, it is time to get our fiscal house in order. The American people deserve that. There are at least five major funding programs related to advanced vehicle technologies that the Department of Energy has announced just in the past 9 months. The Energy Independence and Security Act alone has three specific authorized programs that allocate taxpayer dollars in the form of grants or loans for advanced vehicle technologies.

Additionally, the stimulus bill passed earlier this year allocated to the Department of Energy hundreds of millions of dollars for fuel cell production as well as for the production of high-efficiency passenger vehicles and trucks.

Clearly, there is a lot of money out there for programs like this already. Maybe we should look now to take a step backward and remember that we really cannot afford to keep up this level of spending. The consequences for spending without heeding the consequences are staring us right in the face. By adopting this provision I've just laid out for this body, we will finally start to act seriously about bringing down our deficits and about addressing this country's long-term debt.

Mr. Speaker, everybody in this body agrees that energy independence is a key economic and strategic goal, but of even more vital interest to our economic and strategic prospects as a Nation is our ability to show fiscal discipline and to be the stewards of the

people's money that they elected us to be. These commonsense changes to this bill will allow us to exercise some fiscal constraint at a time when we have been literally mortgaging our children's and grandchildren's futures. Their futures depend upon our being fiscally responsible.

My motion to recommit will help move us in that direction. I urge my colleagues to support this commonsense motion to recommit.

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

Mr. GORDON of Tennessee. I rise in opposition to the motion.

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

Mr. GORDON of Tennessee. Mr. Speaker, I share my friend Dr. BROUN's concerns about the deficit. That's the reason that I voted for a pay-as-you-go amendment, and we passed that here in this Congress. Dr. BROUN wasn't here back in the early 1990s.

To remind him, at that time, we had the world's largest deficit. In 1993, we passed a pay-as-you-go amendment, which helped turn that deficit into a surplus where we were actually paying down the deficit. So I hope when that pay-as-you-go bill comes back from the Senate that Dr. BROUN will help us pass that. I will do something about our deficit. Let me address a couple of specific issues.

Again, I share Dr. BROUN's concerns about duplicate programs, and that's the reason, in this bill, we make sure that would not occur.

Title I, section 101(e)—Coordination and Non-Duplication: ''In coordinating activities the Secretary shall ensure, to the maximum extent practicable, that activities do not duplicate those of other programs within the Department or other relevant research agencies.'' This was further laid out on page 17 of the report language. So, duplication, you don't have to worry about it.

This bill is an investment in our energy independence because another threat that this country faces is that of foreign energy cartels. Let me point out just a couple of things: for every 1 percent efficiency gain in the Nation's vehicle fleet, it translates into more than 2 billion gallons of fuel saved annually.

For that reason, this bill is supported and scored by the U.S. Chamber of Commerce and by the National Association of Manufacturers. It is also supported by General Motors, Ford Motor Company, Chrysler, the United Auto Workers, the Motor and Equipment Manufacturers Association, Daimler, Delphi, Caterpillar, the Engine Manufacturers Association, the Alliance of Automobile Manufacturers, the Natural Resources Defense Council, and the Sierra Club because this is a good bill.

Let me give you just one example of what we're trying to do here. There really isn't much research at all in heavy duty vehicles. This is an area in which we can make enormous savings. Again, one example: there are approximately 900 garbage trucks in the country, but their fuel consumption is equivalent to, roughly, 2.5 million passenger vehicles—90,000 garbage trucks to 2.5 million passenger vehicles. It's estimated that, if we can just put as little as 100 hybrid electric garbage trucks on the road, it will reduce diesel fuel consumption by 7.2 million gallons, which amounts to 1 billion barrels of oil.

So this bill is a bill for investment and energy independence, which is a threat to this country, and we have made sure that there are no efforts to duplicate research any other way.

With that, Mr. Speaker, I yield back my time, and I suggest that we vote down this motion to recommit and stand with the Chamber of Commerce, with the National Association of Manufacturers and with so many other companies in this town.

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

There was no objection.

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

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

RECORDED VOTE

Mr. BROUN of Georgia. Mr. Speaker, I demand a recorded vote.

A recorded vote was ordered.

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

The vote was taken by electronic device, and there were—ayes 180, noes 245, not voting 8, as follows:

[Roll No. 708]

AYES—180

Aderholt
Adler (NJ)
Akin
Alexander
Bachmann
Bachus
Bartlett
Barton (TX)
Bilbray
Bilirakis
Bishop (UT)
Blackburn
Blunt
Boccieri
Boehner
Bonner
Bono Mack
Boozman
Boustany
Brady (TX)
Bright
Broun (GA)
Brown (SC)
Brown-Waite, Ginny
Buchanan
Burgess
Burton (IN)
Buyer
Calvert
Camp
Campbell
Cantor
Cao
Capito
Carter
Cassidy
Castle
Chaffetz
Childers
Coble
Coffman (CO)
Cole
Conaway
Crenshaw
Culberson
Davis (KY)
Deal (GA)
Dent
Diaz-Balart, L.
Diaz-Balart, M.
Dreier
Duncan
Emerson
Fallin
Flake
Fleming
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Gallegly
Garrett (NJ)
Gerlach
Gingrey (GA)
Gohmert
Goodlatte
Granger
Graves
Griffith
Guthrie
Hall (TX)
Harper
Hastings (WA)
Heller
Hensarling
Herger
Hoekstra
Hunter
Inglis
Issa
Jenkins
Johnson (IL)
Johnson, Sam
Jones
Jordan (OH)
King (IA)
King (NY)
Kingston
Kline (MN)
Kratovil
Lamborn
Lance
Latham
LaTourette
Latta
Lee (NY)
Lewis (CA)
Linder
LoBiondo
Lucas
Luetkemeyer
Lummis
Lungren, Daniel E.
Mack
Manzullo
Marchant
McCarthy (CA)
McCaul
McClintock
McHenry
McKeon
McMahon
McMorris Rodgers
Melancon
Mica
Miller (FL)
Miller, Gary
Minnick
Mitchell
Moran (KS)
Myrick
Neugebauer
Nunes
Nye
Olson
Paul
Paulsen
Pence
Perriello
Petri
Pitts
Platts
Poe (TX)
Posey
Price (GA)
Putnam
Radanovich
Rehberg
Reichert
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rohrabacher
Rooney
Ros-Lehtinen
Roskam
Royce
Ryan (WI)
Scalise
Schock
Sensenbrenner
Sessions
Shadegg
Shimkus
Shuster
Simpson
Smith (NE)
Smith (NJ)
Smith (TX)
Stearns
Sullivan
Taylor
Teague
Terry
Thompson (PA)
Thornberry
Tiahrt
Tiberi
Turner
Walden
Wamp
Westmoreland
Whitfield
Wilson (SC)
Wittman
Wolf
Young (AK)
Young (FL)

NOES—245

Abercrombie
Ackerman
Altmire
Andrews
Arcuri
Austria
Baca
Baird
Baldwin
Barrow
Bean
Becerra
Berkley
Berman
Berry
Biggert
Bishop (GA)
Bishop (NY)
Blumenauer
Boren
Boswell
Boucher
Boyd
Brady (PA)
Braley (IA)
Brown, Corrine
Butterfield
Capuano
Cardoza
Carnahan
Carney
Carson (IN)
Castor (FL)
Chandler
Chu
Clarke
Clay
Cleaver
Cohen
Connolly (VA)
Conyers
Cooper
Costa
Costello
Courtney
Crowley
Cuellar
Cummings
Dahlkemper
Davis (AL)
Davis (CA)
Davis (IL)
Davis (TN)
DeFazio
DeGette
Delahunt
DeLauro
Dicks
Dingell
Doggett
Donnelly (IN)
Doyle
Driehaus
Edwards (MD)
Edwards (TX)
Ehlers
Ellsworth
Engel
Eshoo
Etheridge
Farr
Fattah
Filner
Foster
Frank (MA)
Fudge
Giffords
Gonzalez
Gordon (TN)
Grayson
Green, Al
Green, Gene
Grijalva
Gutierrez
Hall (NY)
Halvorson
Hare
Harman
Hastings (FL)
Heinrich
Herseth Sandlin
Higgins
Hill
Himes
Hinchey
Hinojosa
Hirono
Hodes
Holden
Holt
Honda
Hoyer
Inslee
Israel
Jackson (IL)
Jackson-Lee (TX)
Johnson (GA)
Johnson, E. B.
Kagen
Kanjorski
Kaptur
Kennedy
Kildee
Kilpatrick (MI)
Kilroy
Kind
Kirk
Kirkpatrick (AZ)
Kissell
Klein (FL)
Kosmas
Kucinich
Langevin
Larsen (WA)
Larson (CT)
Lee (CA)
Levin
Lewis (GA)
Lipinski
Loebsack
Lofgren, Zoe
Lowey
Luján
Lynch
Maffei
Maloney
Markey (CO)
Markey (MA)
Marshall
Massa
Matheson
Matsui
McCarthy (NY)
McCollum
McCotter
McDermott
McGovern
McIntyre
McNerney
Meek (FL)
Meeks (NY)
Michaud
Miller (MI)
Miller (NC)
Miller, George
Mollohan
Moore (KS)
Moore (WI)
Moran (VA)
Murphy (CT)
Murphy (NY)
Murphy, Patrick
Murphy, Tim
Murtha
Nadler (NY)
Napolitano
Neal (MA)
Oberstar
Obey
Olver
Ortiz
Pallone
Pascrell
Pastor (AZ)
Payne
Perlmutter
Peters
Peterson
Pingree (ME)
Polis (CO)
Pomeroy
Price (NC)
Quigley
Rahall
Rangel
Reyes
Richardson
Rodriguez
Ross
Rothman (NJ)
Roybal-Allard
Ruppersberger
Rush
Ryan (OH)
Salazar
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schauer
Schiff
Schrader
Schwartz
Scott (GA)
Scott (VA)
Serrano
Shea-Porter
Sherman
Shuler
Sires
Skelton
Slaughter
Smith (WA)
Snyder
Souder
Space
Speier
Spratt
Stark
Stupak

Sutton
Thompson (CA)
Thompson (MS)
Tierney
Titus
Tonko
Towns
Tsongas
Upton
Van Hollen
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters
Watson
Watt
Waxman
Weiner
Welch
Wexler
Wilson (OH)
Woolsey
Wu
Yarmuth

NOT VOTING—8

Barrett (SC)
Capps
Clyburn
Ellison
McHugh
Schmidt
Sestak
Tanner

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (during the vote). There are less than 2 minutes left in this vote.

□ 1559

Mr. NYE changed his vote from ''no'' to ''aye.''

Mr. PAYNE changed his vote from ''aye'' to ''no.''

So the motion to recommit was rejected.

The result of the vote was announced as above recorded.

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

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

Mr. GORDON of Tennessee. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. This will be a 5-minute vote.

The vote was taken by electronic device, and there were—yeas 312, nays 114, not voting 7, as follows:

[Roll No. 709]

YEAS—312

Abercrombie
Ackerman
Aderholt
Adler (NJ)
Altmire
Andrews
Arcuri
Austria
Baca
Bachus
Baird
Baldwin
Barrow
Bartlett
Bean
Becerra
Berkley
Berman
Berry
Biggert
Bilbray
Bishop (GA)
Bishop (NY)
Blumenauer
Boccieri
Bonner
Boren
Boswell
Boucher
Boyd
Brady (PA)
Braley (IA)
Bright
Brown, Corrine
Butterfield
Buyer
Calvert
Camp
Cao
Capito
Capuano
Cardoza
Carnahan
Carney
Carson (IN)
Castle
Castor (FL)
Childers
Chu
Clarke
Clay
Cleaver
Clyburn
Coble
Cohen
Connolly (VA)
Conyers
Cooper
Costa
Costello
Courtney
Crowley
Cuellar
Cummings
Dahlkemper
Davis (AL)
Davis (CA)
Davis (IL)
Davis (KY)
Davis (TN)
DeFazio
DeGette
Delahunt
DeLauro
Dent
Diaz-Balart, L.
Diaz-Balart, M.
Dicks
Dingell
Doggett
Donnelly (IN)
Doyle
Driehaus
Edwards (MD)
Edwards (TX)
Ehlers
Ellison
Ellsworth
Emerson
Engel
Eshoo
Etheridge
Farr
Fattah
Filner
Foster
Frank (MA)
Frelinghuysen
Fudge
Gerlach
Giffords
Gonzalez
Gordon (TN)
Grayson
Green, Al
Green, Gene
Griffith
Grijalva
Gutierrez
Hall (NY)
Hall (TX)
Halvorson
Hare
Harman
Hastings (FL)
Heinrich
Herseth Sandlin
Higgins
Hill
Himes
Hinchey
Hinojosa
Hirono
Hodes
Hoekstra
Holden
Holt
Honda
Hoyer
Inglis
Inslee
Israel
Jackson (IL)
Jackson-Lee (TX)
Jenkins
Johnson (GA)
Johnson (IL)
Johnson, E. B.
Jones
Kagen
Kanjorski
Kaptur
Kennedy
Kildee
Kilpatrick (MI)
Kilroy
Kind
King (NY)
Kirk
Kirkpatrick (AZ)
Kissell
Klein (FL)
Kosmas
Kratovil
Kucinich
Lance
Langevin
Larsen (WA)
Larson (CT)
LaTourette
Lee (CA)
Lee (NY)
Levin
Lewis (GA)
Lipinski
LoBiondo
Loebsack
Lofgren, Zoe
Lowey
Lucas
Luján
Lynch
Maffei
Maloney
Markey (CO)
Markey (MA)
Marshall
Massa
Matheson
Matsui
McCarthy (NY)
McCollum
McCotter
McDermott
McGovern
McIntyre
McMahon
McNerney
Meek (FL)
Meeks (NY)
Melancon
Michaud
Miller (MI)
Miller (NC)
Miller, Gary
Miller, George
Minnick
Mitchell
Mollohan
Moore (KS)
Moore (WI)
Moran (VA)
Murphy (CT)
Murphy (NY)
Murphy, Patrick
Murphy, Tim
Murtha
Nadler (NY)
Napolitano
Neal (MA)
Nye
Oberstar
Obey
Olver
Ortiz
Pallone
Pascrell
Pastor (AZ)
Paulsen
Payne
Perlmutter
Perriello
Peters
Peterson
Pingree (ME)
Pitts
Platts
Polis (CO)
Pomeroy
Posey
Price (NC)
Putnam
Quigley
Rahall
Rangel
Reichert
Reyes
Richardson
Rodriguez
Rogers (AL)
Rogers (KY)
Rogers (MI)
Ros-Lehtinen
Ross
Rothman (NJ)
Roybal-Allard
Ruppersberger
Rush
Ryan (OH)
Salazar
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schauer
Schiff
Schock
Schrader
Schwartz
Scott (GA)
Scott (VA)
Serrano
Shea-Porter
Sherman
Shuler
Shuster
Sires
Skelton
Slaughter
Smith (NE)
Smith (NJ)
Smith (WA)
Snyder
Souder
Space
Speier
Spratt
Stark
Stupak
Sutton
Taylor
Terry
Thompson (CA)
Thompson (MS)
Tiberi
Tierney
Titus
Tonko
Towns
Tsongas
Turner
Upton
Van Hollen
Velázquez
Visclosky
Walz
Wamp
Wasserman Schultz
Waters
Watson
Watt
Waxman
Weiner
Welch
Wexler
Whitfield
Wilson (OH)
Wolf
Woolsey
Wu
Yarmuth
Young (AK)

NAYS—114

Akin
Alexander
Bachmann
Bilirakis
Bishop (UT)
Blackburn
Blunt
Boehner
Bono Mack
Boozman
Boustany
Brady (TX)
Broun (GA)
Brown (SC)
Brown-Waite, Ginny
Buchanan
Burgess
Burton (IN)
Campbell
Cantor
Carter
Cassidy
Chaffetz
Coffman (CO)
Cole
Conaway
Crenshaw
Culberson
Deal (GA)
Dreier
Duncan
Fallin
Flake
Fleming
Forbes
Fortenberry
Foxx
Franks (AZ)
Gallegly
Garrett (NJ)
Gingrey (GA)
Gohmert
Goodlatte
Granger
Graves
Guthrie
Harper
Hastings (WA)
Heller
Hensarling
Herger
Hunter
Issa
Johnson, Sam
Jordan (OH)
King (IA)
Kingston
Kline (MN)
Lamborn
Latham
Latta
Lewis (CA)
Linder
Luetkemeyer
Lummis
Lungren, Daniel E.
Mack
Manzullo
Marchant
McCarthy (CA)
McCaul
McClintock
McHenry
McKeon
McMorris Rodgers
Mica
Miller (FL)
Moran (KS)
Myrick
Neugebauer
Nunes
Olson
Paul
Pence
Petri
Poe (TX)
Price (GA)
Radanovich
Rehberg
Roe (TN)
Rohrabacher
Rooney
Roskam
Royce
Ryan (WI)
Scalise
Schmidt
Sensenbrenner
Sessions
Shadegg
Shimkus
Simpson
Smith (TX)
Stearns
Sullivan
Teague
Thompson (PA)
Thornberry
Tiahrt
Walden
Westmoreland
Wilson (SC)
Wittman
Young (FL)

NOT VOTING—7

Barrett (SC)
Barton (TX)
Capps
Chandler
McHugh
Sestak
Tanner

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (during the vote). Members are reminded there are 2 minutes remaining in this vote.

□ 1606

Mrs. BONO MACK and Mr. COLE changed their vote from ''yea'' to ''nay.''

So the bill was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

Stated for:

Mr. BARTON of Texas. Mr. Speaker, on rollcall No. 709, I inadvertently missed the last vote. Had I been present, I would have voted "yea."

REMOVAL OF NAME OF MEMBER AS COSPONSOR OF H. RES. 648

Mr. WESTMORELAND. Madam Speaker, I ask unanimous consent that my name be removed as a cosponsor of H. Res. 648.

The SPEAKER pro tempore (Ms. JACKSON-LEE of Texas). Is there objection to the request of the gentleman from Georgia?

There was no objection.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Record votes on postponed questions will be taken later today.

WES WATKINS AGRICULTURAL RESEARCH LAB AND POST OFFICE

Mr. ELLSWORTH. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 1713) to name the South Central Agricultural Research Laboratory of the Department of Agriculture in Lane, Oklahoma, and the facility of the United States Postal Service located at 310 North Perry Street in Bennington, Oklahoma, in honor of former Congressman Wesley ''Wes'' Watkins.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 1713

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

SECTION 1. REDESIGNATION OF SOUTH CENTRAL AGRICULTURAL RESEARCH LABORATORY, LANE, OKLAHOMA.

(a) REDESIGNATION.—The South Central Agricultural Research Laboratory of the Department of Agriculture in Lane, Oklahoma,

shall be known and redesignated as the ''Wes Watkins Agricultural Research Laboratory''.

(b) REFERENCES.—Any reference in a law, map, regulation, document, paper, or other record of the United States to the South Central Agricultural Research Laboratory shall be deemed to be a reference to the ''Wes Watkins Agricultural Research Laboratory''.

SEC. 2. DESIGNATION OF WES WATKINS POST OFFICE, BENNINGTON, OKLAHOMA.

(a) DESIGNATION.—The facility of the United States Postal Service located at 310 North Perry Street in Bennington, Oklahoma, shall be known and designated as the ''Wes Watkins Post Office''.

(b) REFERENCES.—Any reference in a law, map, regulation, document, paper, or other record of the United States to the facility referred to in subsection (a) shall be deemed to be a reference to the ''Wes Watkins Post Office''.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Indiana (Mr. ELLSWORTH) and the gentleman from Oklahoma (Mr. LUCAS) each will control 20 minutes.

The Chair recognizes the gentleman from Indiana.

GENERAL LEAVE

Mr. ELLSWORTH. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on the bill.

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

There was no objection.

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

Madam Speaker, H.R. 1713 would name the U.S. Department of Agriculture's South Central Agricultural Research Laboratory in Lane, Oklahoma, as the facility of the U.S. Postal Service located at 310 North Perry Street in Bennington, Oklahoma, in honor of former Congressman Wesley Watkins.

After graduating with two degrees from Oklahoma State University in Stillwater, Congressman Watkins worked for the Agriculture Department and as an administrator at his alma mater before entering political life, first as a State senator and then as a Member of Congress. Mr. Watkins represented Oklahoma's Third Congressional District for a total of 20 years, both as a Democrat and as a Republican.

I am pleased the name of Congressman Watkins will be part of his former district's role in the important mission of scientific research in agricultural issues that affect all Americans every day, from the fields to our dinner tables.

This bill has the support of the Oklahoma delegation, and I encourage the rest of my House colleagues to support it here today.

Madam Speaker, I reserve the balance of my time.

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

Madam Speaker, I want to take a moment to discuss H.R. 1713, which would name the South Agricultural Research Laboratory of the Department of Agriculture in Lane, Oklahoma, and the United States Post Office facility in Bennington, Oklahoma, in honor of my friend and predecessor, Wes Watkins.

Wes has enjoyed a long and distinguished career in public service, first as a member of the Oklahoma State Senate and then as a United States Congressman from Oklahoma's Third District for 20 years. During his tenure, Wes had the honor of serving on three of the House's most prestigious committees, including Appropriations, Budget, and Ways and Means. Before Wes, no other Congressperson had ever served on all three of the House's major committees during their career.

Beyond his committee work, Wes was intimately attuned to the financial needs of the constituents back home in Oklahoma. Recognizing the hardships Oklahoma families had to endure on a daily basis, Wes used his committee assignments to steer resources back to the Third District of Oklahoma. As a part of his efforts to restore financial security to his constituents, Wes took a particularly strong interest in economic development issues, which no doubt changed the economic landscape of Oklahoma's Third District for the better.

Let there be no doubt, had it not been for Wes's dedication and strong leadership, Oklahoma's Third District would not have been what it is today.

On behalf of Wes Watkins and my constituents back home in Oklahoma, I urge all of my colleagues to support this bill.

Madam Speaker, I reserve the balance of my time.

Mr. ELLSWORTH. Madam Speaker, I yield 5 minutes to the gentleman from Oklahoma (Mr. BOREN).

Mr. BOREN. Madam Speaker, I rise today to honor one of Oklahoma's most distinguished public servants and a former Member of this legislative body, Congressman Wes Watkins.

Madam Speaker, the legislation that we have before us today, H.R. 1713, would name the USDA Lane Agricultural Research Laboratory in Lane, Oklahoma, and the United States Post Office in Bennington, Oklahoma, in honor of Congressman Wesley ''Wes'' Watkins.

Congressman Watkins' story is uniquely American. Born in De Queen, Arkansas, and raised and schooled in a working class Oklahoma agricultural family, Wes Watkins would grow and develop into one of Oklahoma's most prominent political figures.

Following his graduation from Bennington High School in the spring of 1956, a young Watkins would move to Stillwater, Oklahoma, and enroll in Oklahoma State University. Five year later, Watkins would earn a bachelor's and master's degree with honor and distinction.

After graduating from college, Wes Watkins did what many Oklahomans have done. He decided to serve his State and country by joining the Oklahoma Air National Guard. But in the summer of 1975, Wes Watkins felt he had a higher calling, and that was public service. That fall, he would successfully run for a seat in the Oklahoma State Senate, representing the same ''Little Dixie'' region that the former Speaker Carl Albert called home.

Two years later when Speaker Albert announced his retirement, State Senator Watkins decided he would run for the Speaker's former seat. After winning a competitive primary against the Speaker's former Chief of Staff, Wes went on to win the general election with more than 80 percent of the vote, and for the better part of four decades, Congressman Wes Watkins would represent eastern Oklahoma in the United States House of Representatives. As a Member of the House of Representatives, Congressman Watkins would go on to become the only Oklahoma Congressman to serve on all three major House financial committees.

Madam Speaker, I was fortunate enough to not only be represented by Wes Watkins in Congress, I was lucky to have the opportunity to serve on both his D.C. staff and his district staff, first as an intern in his Washington, D.C. office and then as a field representative in his eastern Oklahoma district. Without Congressman Watkins' guidance and his inspiration, I probably wouldn't be here today representing Oklahoma's Second Congressional District.

Wes Watkins' record serving the State of Oklahoma is one filled with leadership, compassion, and selfless service. The Lane Agricultural Research Laboratory and the United States Post Office that this legislation will name in his honor will serve as a permanent reminder of all that he has given to Oklahoma.

I ask that all my colleagues support this bill.

□ 1615

Mr. LUCAS. Madam Speaker, I yield such time as he may consume to a fellow member of the Oklahoma delegation, Congressman COLE.

Mr. COLE. Madam Speaker, it is a great privilege to be here with my colleagues and participate in honoring our former colleague in this Chamber, Wes Watkins. Usually when you come down to the floor on an occasion like this, you are armed with all sorts of wonderful prepared remarks, and you lay them out.

But I would rather talk about my friend, Wes Watkins, spontaneously and, frankly, from a rather unique perspective because I have run races against him, and I have run races for him. And I have to tell you, I never beat him when I ran a race against him, but I was a lot more successful working for him.

He is really an extraordinary political figure in his own right. As my friend, Congressman BOREN mentioned, he served as a State senator. He was a

Congressman. He ran for governor twice, frankly, nearly getting the Democratic nomination in 1990. Had he gotten that, he undoubtedly would have won the election and have been the Governor of our State. He ran again in 1994 as an Independent. Very unusual. By the way, his congressional district voted for him as a Democrat, voted for him as an Independent, and then later voted for him as a Republican. I have never seen a loyalty directed toward an individual that way.

In the course of his 1990 campaign, he got to be pretty good friends with my client, Frank Keating, who later went on to be Governor. Frank Keating thought so much of Wes Watkins, his opponent, that he offered him a job in his Cabinet as a Secretary for international trade because Wes was so passionate about bringing jobs and opportunity to the people of Oklahoma. That says a lot about you as an individual that one of your opponents thinks so highly of you that they want to move you over into their administration.

Unfortunately, some of Wes's colleagues in the State senate in Oklahoma decided that having run as an Independent instead of a Democrat, they were not inclined to do that. But a number of years later, an opportunity came up when the seat that he won came open again. Our good friend, Bill Brewster, decided to retire. And I remember, Wes was still registered as an Independent, and there was 17 days before the cutoff when you had to choose your party. The minute that Frank Keating, then Governor Keating, saw that congressional seat was open, he literally within 20 minutes called Wes Watkins and said, Wes, I want you to run for Congress. I don't care if you run as an Independent; I don't care if you run as a Democrat. I'm a Republican. I would like you to run as that. That doesn't matter. We are going to do everything we can. We need you back in the Congress of the United States. We need your passion and your commitment for economic development and to help the people of this State.

Wes honestly made, I would say, a tough political call because he would have won as a Democrat. He would have won as an Independent. He chose to become a Republican for a lot of reasons, but I think partly because he thought we were in the majority then, he thought he would be very effective in that role, and he was. He was an extraordinarily effective Congressman for his State.

Now, when I think about Wes, you can't think about Wes and not think about Lou Watkins, his partner, his only real political consultant and, quite frankly, now a regent at Oklahoma State University, one of the really fine public figures and one of the best classroom teachers I ever saw in my life. As a college political science professor, I used to occasionally go and deal with her students. And incredibly fair. Together, they have done so much good for our State. They are deep in the hearts of the people that they manage to serve.

I do want to tell one polling story and one media story about my friend, Wes Watkins. When he first decided to run as a Republican, the district was literally registered over 80 percent Democrat at that time. We did a survey. In the survey you ask what are called open-ended questions: What do you like most, what do you like least about this individual.

I never saw this before, 97 percent of the people could tell you something specific about Wes Watkins, all of it positive: he helped my father get a job; he helped bring this business to our community. It was the most incredibly impressive testimony for an individual's good deeds and using public office in an appropriate way to help people that I have ever seen in my life.

We sent the media consultant to travel with him around the district for 3 days. She came back and I asked, What did you think?

She said, In 3 days I only met one person who didn't call him Wes in every little town. She said it was actually a young lady, probably 16 or 17 years. She came up to say, Mr. Watkins, could I please shake your hand. Thank you for something you have done for my family. The consultant said he just threw his arms around her and said, Honey, just call me Wes.

He is just a remarkable human being. I want to thank both of my colleagues for this recognition, particularly my good friend, DAN BOREN, who worked with him. Wes Watkins has done as much for our State as anybody I have seen in my political lifetime. And continues to do it. And so does Lou. This is such a fitting and appropriate honor. I am happy to join my friends as a cosponsor and look forward to voting for this particular piece of legislation with a great deal of pleasure.

Mr. ELLSWORTH. Madam Speaker, we have no further speakers, but I will reserve the balance of my time.

Mr. LUCAS. Madam Speaker, we have no further speakers, and I yield myself the balance of my time.

Madam Speaker, as you've heard my colleagues in the Oklahoma delegation address today, Wes is a unique individual. He is a self-made man. In a world where the American ideal is coming from nothing to becoming something, which is the ideal goal, I think, of all of us, Wes represents that. Remember, he was born just across the line in Arkansas in 1938. He lived his life in Oklahoma. He was born in the Great Depression period, a time of economic challenges for all Oklahomans and all people in rural America. He came from a family that had tremendous challenges. But he and his mother and his brother overcame those. He put himself through university at Oklahoma State. He was southeast district FFA vice president. He was State president of what was then the Future Farmers of America. He made himself a homebuilder. He got himself elected to the State senate over tremendous opposition. He got himself elected to the United States Congress.

This individual that we know as Wes, and many Americans on the floor remember as our colleague, Congressman Watkins, is an amazing fellow from the absolute, most humble beginnings in a great little community called Bennington to accomplish for his friends and neighbors back home, because everyone was his friend and everyone was his neighbor, what he did is a testament. That is why I am so pleased and we are so pleased on this side of the aisle to name these two important facilities in the old 3rd Congressional District in his honor because he worked incredibly hard for the good folks of the 3rd District of Oklahoma and, by the actions he took, improved everything for all of us across America.

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

Mr. ELLSWORTH. Madam Speaker, if there is no objection, I yield 1 additional minute to Mr. BOREN from Oklahoma.

Mr. BOREN. Madam Speaker, I wanted to add a couple of things as a former staffer to Congressman Watkins—and Congressman COLE was very eloquent in his remarks, and so was my good friend, FRANK LUCAS.

There are so many of us, not just myself but there are many of us in congressional offices across Washington, D.C., people in State government in Oklahoma, a lot of folks involved in agriculture, who can trace back their start to Wes Watkins.

I can tell you when I was starting out and I was looking for a job, he is the first person who gave me an opportunity. There are so many countless people that could say the same thing. So his legacy isn't necessarily just his name on a building. It is also all of the people and all of the families that he has touched. And also I wanted to say, and TOM COLE brought this up, Lou Watkins. She has been his partner for so many years. She has been a State regent at Oklahoma State University and a constant mentor to all of us.

With that, I hope my colleagues would support this legislation.

Mr. ELLSWORTH. Madam Speaker, I did not know Congressman Watkins, but after this moving testimony, I would encourage all of our colleagues to pass H.R. 1713.

I yield back the balance of my time.

The SPEAKER pro tempore (Ms. CLARKE). The question is on the motion offered by the gentleman from Indiana (Mr. ELLSWORTH) that the House suspend the rules and pass the bill, H.R. 1713.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill was passed.

A motion to reconsider was laid on the table.

GENERAL LEAVE

Mr. GEORGE MILLER of California. Madam 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. 3221.

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

There was no objection.

STUDENT AID AND FISCAL RESPONSIBILITY ACT OF 2009

The SPEAKER pro tempore. Pursuant to House Resolution 746 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the State of the Union for the consideration of the bill, H.R. 3221.

□ 1626

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the State of the Union for the consideration of the bill (H.R. 3221) to amend the Higher Education Act of 1965, and for other purposes, with Ms. JACKSON-LEE of Texas in the chair.

The Clerk read the title of the bill.

The CHAIR. Pursuant to the rule, the bill is considered read the first time.

The gentleman from California (Mr. GEORGE MILLER) and the gentleman from Minnesota (Mr. KLINE) each will control 30 minutes.

The Chair recognizes the gentleman from California.

Mr. GEORGE MILLER of California. Madam Chair, I yield 4 minutes to the gentleman from Texas (Mr. HINOJOSA), the Chair of the Subcommittee on Higher Education.

Mr. HINOJOSA. Madam Chair, as chairman of the Subcommittee on Higher Education, Lifelong Learning and Competitiveness, I rise in support of H.R. 3221, the Student Aid and Fiscal Responsibility Act.

I congratulate Chairman GEORGE MILLER for his great leadership in bringing this historic legislation to the House floor. I also want to thank my colleagues from the Education and Labor Committee on both sides of the aisle for supporting the largest investment ever in higher education.

The bill embraces President Obama's educational priorities by helping us to reach the goal of producing the most college graduates in the world by 2020 and makes our workforce strong and competitive. This bill will provide much-needed relief to families who are struggling to pay tuition, as well as students and workers who seek to access high-skilled and family-sustaining jobs.

The legislation will increase affordability, accessibility, and college completion rates, particularly for first-generation college, low-income, minority, and middle class students.

H.R. 3221 invests $40 billion to increase the maximum annual Pell Grant scholarship to $5,550 in 2010, and by 2019 increase it to $6,900.

It also provides low-income and middle class families with reliable, affordable, high-quality direct Federal student loans, and simplifies the application process for financial aid.

H.R. 3221 strengthens our Nation's minority-serving institutions, MSIs, particularly in the STEM areas so students can stay in school, graduate and succeed in our global economy. It does this by investing $2.55 billion in our Nation's minority-serving institutions over a 10-year period. We estimate that this funding will reach at least 500 institutions of higher learning. These investments will expand educational opportunities in the STEM fields and support students in staying in school and graduating at our Nation's Historically Black Colleges and Universities; Hispanic-serving institutions; tribally controlled colleges and universities; predominantly black institutions; and Asian American and Native Pacific Islander-serving institutions.

These investments will create a new generation of minority workers in STEM fields, professionals that our country desperately needs to remain competitive in our world.

□ 1630

For decades, MSIs have provided educational opportunities for tens of thousands of minority, low-income, and first-generation college students due to their accessibility, affordability, and close proximity to the communities they serve. If we hope to reach President Obama's goals, we must make sure that more minority students are completing advanced college degrees.

This bill invests $10 billion in our Nation's community colleges to support President Obama's American Graduation Initiative and expands educational opportunities to millions of students who attend our Nation's community colleges.

These institutions serve young people who are just beginning their careers but need flexible schedules to work to pay their tuition and living expenses. They serve displaced workers who must upgrade their skills to pursue a new career and enter high-growth sectors of our economy.

They serve older students and adult learners who seek specialized training and are attending their local community college for the very first time. They serve veterans who are pursuing postsecondary education after having served in the military.

This bill includes $8 billion in investments in early childhood education to increase access to high-quality early education programs. And we know that children who have an early start by the time they enter kindergarten are more likely to go to college and succeed. There is proof that early reading and writing, from cradle to 5 years of age, equals success in school.

The CHAIR. The time of the gentleman has expired.

Mr. GEORGE MILLER of California. I yield the gentleman an additional 30 seconds.

Mr. HINOJOSA. This legislation is fiscally responsible and helps reduce the deficit. It complies with pay-as-you-go and directs $8 billion in savings back to the U.S. Treasury to help pay down the deficit.

Our competitiveness and innovation in the world depends on our ability to invest in human capital and train a workforce for the 21st century. I urge my colleagues to support this historic investment in higher education.

Mr. KLINE of Minnesota. Madam Chair, I rise in opposition to H.R. 3221, and yield myself such time as I may consume.

Government takeover. We have seen and heard a lot of those two words lately—in the credit markets, the banking sector, the automotive industry, and even the building of schools. Then there's health care—an industry that assumes one-sixth of America's gross domestic product. We're not talking about health care today, but perhaps we should be.

The vote we will take on student lending is a culmination of a plan set in motion more than a decade and a half ago—and one that bears an eerily strong resemblance to the health care debate that rages on today.

In 1993, Congress created a so-called government option for college loans. The idea of this Direct Loan Program was to introduce competition and hold down costs. Sound familiar? Just 16 years later, we're about to vote on a plan that would completely and permanently eliminate the private sector's role in originating and raising capital for Federal student loans. In its place will be a one-size-fits-all Federal loan model that requires the U.S. Treasury to directly lend tens of billions of dollars each year—tens of billions of dollars we don't have, and will be forced to borrow.

So why is Congress intervening to declare one program the winner? If it's truly about competition, the best program ought to win in the marketplace. In fact, one program has won—the public-private partnership of the Federal Family Education Loan Program, which is the choice of three-quarters of colleges and universities today.

By eliminating the FFEL program, we will lose the choice, the competition, and innovation of the private sector. That includes everything from technological innovations to loan discounts and borrower services. We will also lose jobs—an estimated 30,000 or more in congressional districts from coast to coast.

And what are we getting in return? My colleagues on the other side of the aisle tout this legislation as being fiscally responsible. Respectfully, I beg to differ.

The bill is awash with new entitlement programs, including a new early childhood program to develop and fund programs at the State level; a new program to build and renovate schools;

and a new program to bolster community colleges and involve the Federal Government in developing online curriculum.

Add to these new programs the cost of expanding Pell Grants, funding for Minority Serving Institutions and the Perkins Loan Program, and we have on our hands a massive entitlement spending spree. This spending is allegedly paid for by $87 billion in so-called savings from elimination of the FFEL program. Unfortunately, the numbers just don't add up.

CBO tells us the bill will require $13.5 billion in new discretionary spending—real money that simply isn't counted in the mandatory score. CBO also tells us that, using current figures, the Pell Grant expansion will cost $11.4 billion more than scorekeepers originally predicted—again, a cost not counted for in the ''official'' score. That means this bill will cost closer to $15 billion over the next 10 years—and when market risk is factored in, the cost spikes to nearly $50 billion more.

Madam Chair, there's a better way. Later in the debate, I will join the ranking member on the Higher Education Subcommittee, Mr. GUTHRIE, in offering an amendment to stabilize student lending by extending programs approved on a bipartisan basis last year.

With this plan, we can put $13 billion towards deficit reduction and, most importantly, we can convene a nonpartisan commission to study long-term structural changes to our student lending systems. In short, it's a thoughtful, reasonable approach to determine what's best for students, schools, and taxpayers alike.

I urge my colleagues to slow down, take a breath, and ask yourself whether another government takeover is what we need right now. I think the answer is a clear ''no.''

I reserve the balance of my time.

Mr. GEORGE MILLER of California. I yield myself 30 seconds. I appreciate that the gentleman wants to make this comparison between a public option and the private sector. Let's run down what happened over the last 10 years.

The private sector took $100 billion in subsidies, and as they became the most profitable sector of the American economy, they couldn't give back any of those subsidies. While they were getting the $100 billion in subsidies, they were engaged in price-fixing, anti-competitive practices, briberies, conflicts of interest, improper disclosure. And, at the end of that, they needed a bailout.

Sound familiar? Want to invest again?

The CHAIR. The time of the gentleman has expired.

Mr. GEORGE MILLER of California. I yield myself an additional 30 seconds. Or, you can look at the public option here. The public option offered a product of equal value, very low cost, easy to administer, attractive to the people who used it. Major universities have used it for years with any problems, very complimentary about it, and it is in fact saving the loan industry at this very time because the private system has collapsed.

I yield 4 minutes to a member of the committee, the gentleman from New York (Mr. BISHOP).

Mr. BISHOP of New York. I thank the chairman for yielding, and I thank him for his leadership in bringing this very important piece of legislation to the floor. I want to amplify what the chairman just said because I think it's important for all of us to understand how the FFEL program works right now.

The way it works right now is that the Federal Government is providing approximately 60 percent of the capital that the private lenders provide to needy students. We do so because of the lack of liquidity in private credit markets.

So what we are doing is, we are paying private lenders a subsidy so that they will have the privilege of lending federally-originated money to their borrowers. We guarantee repayment of that money to the tune of 97 percent of the amount outstanding and the private lenders reap whatever interest payments are paid by the borrowers.

This is a really, really good deal for private lenders. It is a deal that costs the American taxpayer approximately $8 billion to $9 billion a year that we don't need to spend in that fashion. We can provide—we, the Federal Government—can provide the loan capital that students need. In fact, we now provide approximately 30 percent of the schools in the country that participate in the Guaranteed Student Loan Program, participate in the Direct Loan Program.

I used to work at a school that participated in the Direct Loan Program. We made the transition from private lending to direct lending early on, and it was an absolutely seamless transition. We did not have to add a single staff person. Our students felt very advantaged by the change that we made. And we are now asking that all schools make that change, and we are doing so so that we can redirect that $8 billion or $9 billion that right now goes to pad the profit margins of the private lenders and direct that money primarily to needy students.

Let me put that in context. We right now rank sixth in the world in terms of the college-going rate for our population. We used to be first. Approximately only one out of every two students that enter college ever graduates. Those are two pretty daunting statistics if we are going to remain competitive in a very difficult global marketplace.

We need to have an educated workforce. We need to have a workforce that can be competitive. And the pathway to that is access to college—and not just access to college, but degree attainment.

This bill provides at least the financial mechanism for students to be able to achieve that goal. We dramatically expand the availability of the Pell Grant and increase the Pell Grant maximum in a way that it keeps pace with inflation so that it maintains its buying power.

We guarantee access to capital in the Guaranteed Student Loan Program, a subject I just talked about. We dramatically expand the availability of Perkins loans. Right now, students borrow $1.5 billion in Perkins loans. We would increase that amount to $6 billion a year, dramatically expanding both the number of students that can benefit and the number of schools that participate.

We also simplify the financial aid process. This is a process that has proven very daunting to many, many students. I used to administer that process. I recognize firsthand how difficult it can be. We simplify the financial aid process, particularly the administration of the so-called FAFSA form, and we remove that barrier, that roadblock that has prevented many students from pursuing their dreams. And we do all of this by not adding a dime to the bill that the taxpayers will be asked to carry. We redirect money, as I say, from the banks. And we do so in a fashion that helps needy students.

Mr. KLINE of Minnesota. At this time I'd like to yield 3 minutes to the ranking member on the Higher Education Subcommittee, the gentleman from Kentucky (Mr. GUTHRIE).

Mr. GUTHRIE. I rise in opposition to H.R. 3221 because I believe there's a better way to protect students, colleges, and taxpayers. The authors of this legislation will argue that the purpose of H.R. 3221 is to simply stabilize student lending. They claim the Federal Family Education Loan program, or the FFEL, is on ''life support'' and must be replaced with the government-run Direct Loan Program.

The FFEL program has been a stable, reliable source of private capital for student loans for more than 40 years. It provides a choice of loan providers—from large, national lenders to small, local nonprofits—and an array of benefits and services.

Colleges and universities overwhelmingly prefer the FFEL, with 70 to 80 percent of schools consistently opting for the public-private option.

Dr. Gary Ransdell, president of Western Kentucky University, has told me that the end of the FFEL program would, ''mean the loss of financial literacy programs, college access programs, default aversion programs, borrowing benefits, and other support services.''

Further, Dr. William Huston, president of St. Catharine College, a small, independent private college in my district, has shared his concerns about the impact the policy shift will have on schools of his size. He said the shift, ''would mean investing staff time and money to change systems and processes at a time where budgets have been cut to the core.''

Clearly, the rush to the Direct Loan Program will have a major impact on schools and students.

Now, it is true that the FFEL program was hit by the global market collapse that rocked our economy last year—and when that happened, student loan capital dried up, along with the capital across all sectors. And when stability was needed, Congress stepped in.

□ 1645

Last year, Congress passed the Ensuring Continued Access to Student Loans Act, or ECASLA, which provided a temporary Federal backstop to protect borrowers from loan disruption. This program has worked exceedingly well, and to my knowledge, not a single borrower has been left without a loan. The program is still in place today, and if our goal is simply to stabilize student lending, there is a simple solution: we should extend programs under ECASLA to retain the Federal backstop until the economy rebounds.

These programs are working today, which means there would be no confusion for schools and no uncertainty for borrowers if we were to simply extend this program while the market remains turbulent. In fact, Republicans had offered a plan that would exactly do that.

Later today I will join Ranking Member KLINE to offer an alternative to H.R. 3221. Our plan extends ECASLA through 2014, aligning it with other programs under the Higher Education Act. In the meantime, we are calling for a commission to study student loan programs and propose alternatives that will protect borrowers and taxpayers alike. Simply put, our plan is a way to slow down and take a more thoughtful, reasonable approach to long-term student loan reform. Instead, we're going to vote on a plan that will reshape the way students pay for college in this country and radically expand the Federal Government in the process. Proponents of this bill claim it saves $87 billion for taxpayers.

The CHAIR. The time of the gentleman from Kentucky has expired.

Mr. KLINE of Minnesota. I yield the gentleman 1 additional minute.

Mr. GUTHRIE. In reality, that $87 billion is a combination of savings and government earnings that come because the Federal Government charges students a higher interest rate than it costs to borrow, turning student loans into a profit-making venture for the government. And what do we do with this $87 billion? We are taking student money and spending much of it on an array of new government programs.

Students and schools will lose the value of choice, competition and innovation. Meanwhile, taxpayers will be on the hook for massive new entitlement spending and a huge expansion in government borrowing to finance loans that now need to be made directly from the Federal Treasury.

I urge my colleagues to join me in voting ''no.''

Mr. GEORGE MILLER of California. I yield 2 minutes to the gentlewoman from Hawaii (Ms. HIRONO) who has put an awful lot of work into the early childhood education section of this legislation.

Ms. HIRONO. Madam Chair, as a member of the House Education and Labor Committee and as an original cosponsor of this bill, I rise in strong support of H.R. 3221, the Student Aid and Fiscal Responsibility Act. I thank Chairman MILLER for his leadership on this, as well as on so many other important measures.

While this bill includes many significant provisions, the part of the bill that I am especially excited about is the creation of the Early Learning Challenge Fund. Like the PRE-K Act I introduced in 2007 and again earlier this year, the Early Learning Challenge Fund would establish a competitive grant program to support, not supplant, States' efforts to improve the quality of their early education programs. Evidence shows that quality early education is the best foundational investment we can make in our children.

Last night I had the opportunity to meet with members of the philanthropic community who came together in recognition and support of quality early education. To quote these people, quality early education is ''the most powerful investment America can make.'' They not only understand the value of quality early learning, but they support successful programs all across the country, including in Hawaii. And they are not alone. Educators, economists, brain development researchers, police chiefs, Chambers of Commerce, retired military personnel all have emphasized the critical need for quality early education to prepare our children for success at school and in life. This bill is an important step in preparing our children for such success. I urge my colleagues to support this measure, a bill that makes important investments in education for all of our keiki—that's Hawaiian for children—from birth through college.

Mr. KLINE of Minnesota. Madam Chair, at this time I am pleased to yield 3 minutes to the distinguished gentleman from Indiana (Mr. SOUDER).

Mr. SOUDER. I thank our ranking member.

The loud sound you hear is the big gulp of the public option swallowing the private option. We hear all kinds of excuses why it's not the same, but here are some of the key business points to remember here: There has already been confusion in the quotes here on the floor about this 7 percent that the private sector has between revenues, which is the loan income that the banks receive, and their profits. There's also confusion between the net profit and the gross profit. The gross profit has all the expenses coming out, whereas the net profit is the bottom line, which is a relatively small number.

The reason this is important is that government, if they take this over and swallow the whole public sector into the public option, will have basically the same costs. Only when you compare cost to cost, the government can't deliver at the same price as the private sector. It never has, it never will in any category in the history of the United States.

Now in this expense question—and we've argued about this for years—one of the things that's clear is that the Federal Government doesn't depreciate. So fixed expenses, like buildings, aren't counted in their expenses that come off of the net profit, because that's a different budget. We do buildings in one appropriations bill, in one lump sum. It is not something that you would amortize over time.

Mixed expenses—for example, the expenses at the Department of Education, such as lighting in the building, even in many cases staff—aren't assigned to the student loans. They're assigned to the Department of Education. But even then when you ask the private sector to compete, even paying in that profit, 80 percent of the colleges chose the private sector because the service delivery was better. In fact, hopefully, the government is going to be wise enough here that they're going to contract out with the private sector at the end of the day to deliver much of these services because there is no capability in the Federal Government to deliver this.

Now the proposal, on the face of it, isn't even plausible that we're hearing about all these new funding programs when the net profit out of the private sector is minimalist compared to the new program. So where does this money come from? The best I've been able to determine is it's a different method of borrowing. Banks have to use the LIBOR rate, the interbank lending rate, whereas we are apparently going straight to the Fed and Treasury. That's merely a transfer of government funds that are off budget onto budget but still reduces the liquidity in the banking system, and it's being used to subsidize the new programs in the student loans.

Now why does this become important? Why won't the same grounds apply to SBA? Because if SBA goes directly into this same fund, there's no reason to use a bank. On what grounds do we use banks for farmers' loans? If they're going to borrow the money directly from the Treasury and the Fed, they can borrow it cheaper than any bank, and that we should eliminate any loans that are going through anywhere in the private sector where there is a government alternative.

The CHAIR. The time of the gentleman from Indiana has expired.

Mr. KLINE of Minnesota. I yield the gentleman an additional 30 seconds.

Mr. SOUDER. Thank you.

The key question here is, the constitutional authority of the Federal Government is to regulate interstate

commerce. Then we have the Federal Reserve System that was set up to provide a balance and stability in the funding of the United States. What we did not create is a national bank.

This bill is the beginning of the creation of a national bank, and that there is no logical reason why every other lending category won't become a national bank, too. That's the big gulp we are hearing here and in many other areas, a massive government takeover in category after category.

Mr. GEORGE MILLER of California. I yield 2 minutes to the gentlewoman from Nevada (Ms. TITUS).

Ms. TITUS. Thank you, Mr. Chairman.

I rise today in strong support of H.R. 3221. Nevada has been particularly hard hit by the economic downturn. We're facing record unemployment. The investments in this bill will help Nevada's students and dislocated workers obtain the education and training they need to compete in the workforce, and it will do so in a fiscally responsible way.

Specifically, this bill invests more than $60 million in Pell Grants for Nevada's Third Congressional District, making more than 13,000 students eligible for aid. It also provides $1 million a year for the next 5 years to bolster colleges' access and completion support programs for students in Nevada. It strengthens our community colleges by ensuring that Nevada receives nearly $19 million to help finance projects to renovate and construct state-of-the-art facilities; and finally, it invests in 21st century green high-performing public schools by providing Nevada's school districts with more than $25 million over the next 2 years for school modernization, renovation and repairs to create healthier, safer and more energy-efficient teaching and learning climates, the implementation of which will put Nevadans to work.

I am also pleased that this bill includes an amendment that I offered to establish an advisory council to the Secretary of Education on green high-performing schools. Quality education is the key to prosperity for individuals and for our country. I urge your support.

Mr. KLINE of Minnesota. Madam Chair, at this time I am very pleased to yield 3 minutes to the gentlelady from Illinois (Mrs. BIGGERT).

Mrs. BIGGERT. I thank the gentleman for yielding.

I rise in opposition to this bill. Sixty years ago, the only student loans available were private loans. Unfortunately, the system left out many students with either limited financial resources or poor or nonexistent credit. So in 1965, Congress created the Federal Family Education Loan Program which has successfully administered and regulated federally backed private student loans for the past 44 years.

But President Clinton decided that we could save money by creating a new federally run program to provide student loans at public option. At present, just under one-third of colleges have chosen the public option, also known as the Direct Loan Program. However, Democrats have decided that by leveraging the borrowing power of the Federal Government, which Congress has more aptly demonstrated, they can save money, as scored by CBO.

We all know that because of the Federal Government's size and ability to raise taxes at any time to pay off its debts, it can borrow money at a cheaper rate than private banks. By requiring all students that use Federal loans to borrow directly from the government, this bill allows the government to make a greater profit off students, count it as a ''cost savings,'' and then spend it on other educational priorities.

It is interesting that after the government's student loan ''public option'' failed to gain widespread acceptance, the other side of the aisle now proposes to eliminate all other choices so that students are forced into the public option. Even more interesting is that the other side of the aisle has proposed another ''public option'' that will supposedly save money by using the government's size to underpay doctors and hospitals, which forces private plan owners to make up the difference. I fear that in a few years, the public plan may soon be the only affordable option available to most Americans.

I don't want a single-payer health care system, and I don't want a single-payer student loan program. Just as 83 percent of Americans are satisfied with their current health care, over two-thirds of all colleges have elected to go with the privately administered FFEL program. We should let colleges continue to select the student loan program that works best for their students, not the one chosen by bureaucrats in Washington.

I urge all of my colleagues to join me in voting ''no'' on this bill to make sure that the student loan ''public option'' is not the only option.

Mr. GEORGE MILLER of California. I yield 2 minutes to the gentlewoman from California (Ms. CHU), the newest member of our committee.

Ms. CHU. Thank you, Chairman MILLER.

As a professor for over 20 years in the L.A. Community College District, I know firsthand how important community colleges are to helping hard-working Americans achieve their dreams. About one out of every two college students attends a community college, and they are some of the hardest workers I have ever met. My students came from all walks of life. They were immigrants, single moms and laid-off workers, and many of these students were the first in their families to go to college.

Community colleges are the backbone of our Nation's workforce, providing students with technical training to fill our Nation's most critical fields. They excel at meeting the needs of students from all backgrounds and circumstances. The investments in this bill truly reflect the role community colleges play in our economy. Seven billion dollars is provided to reinvigorate the community college experience, to improve instruction, initiate job placement counseling, and create non-traditional programs for students on the weekends, evenings or even online.

There is $2.5 billion in grants provided to renovate community college facilities. It will allow them to accommodate their growing enrollment and provide students with modern equipment and facilities so they are better prepared when they graduate.

In an increasingly competitive world economy, America's economic strength depends upon the education and skill of its workers. This bill will help us to meet that challenge.

Mr. KLINE of Minnesota. Madam Chair, could I inquire how much time is remaining, please?

The CHAIR. The gentleman from Minnesota has 16½ minutes, and the gentleman from California has 15½ minutes remaining.

□ 1700

Mr. KLINE of Minnesota. Madam Chair, at this time, I yield 3 minutes to the distinguished gentleman from California (Mr. MCCLINTOCK).

Mr. MCCLINTOCK. I thank the gentleman from Minnesota.

Madam Chairman, this really is a case study in how a public option ultimately becomes a public monopoly in a span of just a few years.

The gentleman from Minnesota is absolutely right, this Direct Loan Program was established in 1993 as a public option. It was designed to increase consumer choice; that's what we were told at the time. It had only one problem. The consumers never warmed to it.

At its peak, the government Direct Loan Program only attracted 34 percent of loan volume. Today, even with all of the financial difficulties in the private sector, it has earned only 27 percent of the market. The rest of that market is ably administered by 1,500 active lenders and servicers and guarantee agencies that employ more than 30,000 private sector workers. This bill literally shuts down 40 years of successful private sector involvement with student loans and hands the government monopoly control. As the bumper sticker warns, the government hates competition.

We're told this is going to save money. Well, pardon my skepticism, but I seriously doubt that the same government that runs FEMA is going to bring efficiency to the student loan program. In fact, it's precisely the fierce competition among loan providers that has produced lower prices for students and universities and that produces innovations in loan delivery and processing and servicing, not to mention broader benefits such as college planning services, financial literacy education, default aversion, and FAFSA assistance.

One of those providers is the California EdFund, near my district. Last year alone, the EdFund helped nearly 420,000 borrowers to avoid default. They saved taxpayers $4.2 billion in default claims; that's one provider, $4.2 billion in savings for American taxpayers.

Before the government took over our automobile manufacturers, Will and Ariel Durant asked this question: What makes Ford a good car? Chevrolet. Competition. That creative and innovative force is snuffed out by this bill for the student loan industry. And mark my words, if this bill becomes law, we are going to be back here in a few years to address growing cost overruns and inefficiencies in yet another failed government monopoly program.

Mr. GEORGE MILLER of California. I just want 10 seconds to say that I'm glad the gentleman mentioned the California EdFund. The EdFund supports this legislation.

I yield 2 minutes to the gentleman from Iowa (Mr. LOEBSACK), who was very involved in writing this legislation.

Mr. LOEBSACK. Madam Chair, I rise today in strong support of the Student Aid and Fiscal Responsibility Act. In particular, I want to thank Chairman MILLER and all of my committee colleagues for their great work on this legislation.

I am particularly pleased this bill contains legislation I worked on with Chairman MILLER, Congressman KILDEE and Congressman CHANDLER to help modernize, renovate, and repair our crumbling public schools with energy efficient and renewable resources.

Schools across America in every State are deteriorating. In my State alone, the GAO has found that 79 percent of all schools needed to repair or upgrade their buildings and facilities. Providing schools with funds to help leverage local dollars to modernize their schools in need of repair will also create good-paying local jobs in every State and will help improve the safety and the health of our students.

This legislation will provide much needed funds for school facility modernization projects over the next two fiscal years to help ensure our students have world-class, safe, healthy and energy-efficient environments in which to learn.

Given the increasingly global nature of our economy and the workplaces our students will be entering, it is more important than ever that we dedicate the resources necessary to ensure children will be able to compete. With the passage of this historic Student Aid and Fiscal Responsibility Act, we will indeed be making a historic commitment to the next generation through significantly improved educational opportunities, and I urge my colleagues to vote for this bill.

Mr. KLINE of Minnesota. Madam Chair, at this time, I yield 2 minutes to the gentleman from Indiana (Mr. BURTON).

(Mr. BURTON of Indiana asked and was given permission to revise and extend his remarks.)

Mr. BURTON of Indiana. If a government program is so great, why is it that the colleges and universities around the country—70 to 80 percent of them—are going with the Federal Family Education Loan Program? It's because it's better, it works better. They don't want to mess with the government bureaucracy.

You know, in 1993, and I think it's been stated already, and I don't want to be redundant, but the Clinton administration resurrected the idea of the Direct Lending Program and they pushed it through Congress. It didn't take long for the program's reputation to become synonymous with slow, inefficient, government bureaucracy service. And the Minority Views section of this bill, H.R. 3221, reminds us that in 1997 the program completely collapsed, as it probably will again, and was unable to make consolidation loans to borrowers. And in 1998, the Congress passed the Higher Education Amendments of 1998, which specifically blocked the Clinton administration from phasing out the FFEL Program because it did not make for sound public policy then, and it doesn't now.

And I think it's extremely important. We have unemployment right now that's at 9.7 percent. I'm sure it's going to go over 10 percent. More than 30,000 private sector jobs are directly affected by what you're going to do today. In the State of Indiana, it's 2,356 jobs. And right in the Fifth District, it's 1,500 jobs. And our unemployment rate in that State is 10.4 percent. I don't understand, at a time of economic difficulty, you want to do something that's going to put more people out of work, especially when you're talking about a program that didn't work before, it was junked, and now you're going to resurrect it.

I know you'll come up with a million ideas of why we ought to do this, but it's more government control, more government bureaucracy, something that hasn't worked, and the American people simply don't want it. We just passed the stimulus bill, and the stimulus bill obviously hasn't done a great deal to solve the problem.

The CHAIR. The time of the gentleman has expired.

Mr. KLINE of Minnesota. I yield the gentleman an additional 30 seconds.

Mr. BURTON of Indiana. Let me just say to my colleagues that we don't need more government right now; we need less government. We need competition in the private sector. We don't need to take over education like we did the automobile industry, the finance industry, and you're trying to do with the health industry. It doesn't work. Socialism doesn't work. Government control doesn't work.

So I urge my colleagues to reconsider and think. It didn't work before. It won't work now.

ANNOUNCEMENT BY THE CHAIR

The CHAIR. The Chair reminds Members that they must address their remarks to the Chair.

Mr. GEORGE MILLER of California. Madam Chairman, I yield 2 minutes to the gentleman from Massachusetts (Mr. TIERNEY), a member of the committee.

Mr. TIERNEY. You know, to listen to this debate, Madam Chairwoman, you would think that we were disallowing banks and private lenders from lending. That's not the case at all. If they want to make private student loans, they can. The fact of the matter is that without a subsidy and without a guarantee, they probably won't find themselves very competitive. Right now, the government is providing 60 percent of all the capital that goes in because that market didn't have the liquidity it required in order to keep up those loans.

What we are seeing is the option here for the taxpayers—the same people who are trying to send their kids to school—transferring their money over to private lenders, guaranteeing the loans, giving them subsidies so they can make a profit that will be money that can't be used for Pell Grant scholarships and for low-interest loans.

The people in my district, 100,000 residents in Massachusetts will get more Pell Grant scholarships because we take that money and, instead of giving it to the lenders, we give it to the families. One hundred thousand people in Massachusetts will get lower interest rate loans because we don't take that money and transfer their tax money to private lenders; we, in fact, keep it in the system. So when all that is said and done and we've improved education, as the President has called on us to do, we will put $10 billion back in to pay down our debt.

This is a sad tale when they think that the only way they can keep private lenders in business is if we give them subsidies and then we guarantee their loans. If they want to compete, let them compete. They can make their loans. They can go out any time they want.

But I think the American families are saying they're hard-pressed. Some of them are out of work. Some of them are making less. All of them have more bills to pay for college for their students. They want to be able to have access to those Pell Grant scholarships. They want to have lower interest rate loans so that their children have the opportunity to move forward. Better the opportunity for them than for the private lenders to pad their Wall Street investors' pockets. And that's why we have to move forward on this. That's what is going to improve this country and make us competitive as we move forward.

Mr. KLINE of Minnesota. Madam Chair, at this time, I yield 2½ minutes to the gentleman from Wisconsin (Mr. PETRI).

(Mr. PETRI asked and was given permission to revise and extend his remarks.)

Mr. PETRI. I thank my colleague from Minnesota.

Madam Chair, I rise in support of the Student Aid and Fiscal Responsibility Act, which eliminates the Federal Family Education Loan Program and moves origination of all Federal student loans to the Direct Loan Program.

For over two decades, I have championed direct loans as the most cost-effective way to provide student loans, but the defenders of the archaic FFEL guarantee loan program remain confused, so let me be clear.

Currently, we have two Federal student loan programs which provide the exact same loans to students. FFEL is a Federal program, not a private loan program. Private lenders make the loans with two separate subsidies from the Federal Government: a guaranteed interest rate that's determined through the political process, not the markets, and a guarantee against default losses. Thus, if a student defaults, the taxpayers are on the hook, not the private lender. The profits are private, but the losses are socialized. FFEL is not a free enterprise.

Over the years, FFEL has proven to be fraught with scandal and an unreliable source of funds, and it costs billions of dollars more for the taxpayers. A writer for a conservative columnist Bill Kristol's Weekly Standard Magazine aptly described the FFEL Program as ''a textbook example of crony capitalism.'' In contrast, the Direct Loan Program eliminates the middleman, lending directly from the Treasury, and all servicing and bill collection is handled by private companies operating through performance-based contracts.

Over the years, there has been unanimous agreement by budget experts under both the Clinton and Bush administrations on the excessive costs of FFEL. Earlier this year, an estimate by the CBO once again reiterated this conclusion when it reported that switching to 100 percent direct lending would result in nearly $87 billion in savings.

At this point, I would like to engage in a colloquy with Chairman MILLER.

Chairman MILLER, I support the grant program included in this bill that aims to strengthen community colleges. It's my understanding that public 2-year liberal arts colleges that offer associate degrees and certificate programs, such as the University of Wisconsin Colleges, will be eligible to compete for these funds.

Do you agree with that interpretation?

Mr. GEORGE MILLER of California. If the gentleman would yield, yes, I do agree with the intent of that language.

Mr. PETRI. I thank the gentleman for his assurance. And I thank my colleague for the time.

Mr. GEORGE MILLER of California. Madam Chair, I yield 2 minutes to the gentleman from Illinois (Mr. HARE), a vigorous member of the committee.

Mr. HARE. Madam Chair, I rise in strong support of the Student Aid and Fiscal Responsibility Act. I am particularly pleased with the investment that this bill makes in the Pell Grant, early childhood education, and our Nation's community colleges.

H.R. 3221 provides $76.1 million to increase the maximum Pell Grant in my congressional district to $6,900 by the year 2019. Additionally, over 16,700 Illinois students will now be eligible for Pell scholarships.

The legislation also includes my amendments to remove barriers to expanding access to early learning programs to disadvantaged children, and to encourage States to implement positive behavioral supports in their early childhood education system.

Finally, I added provisions to make west central Illinois's community colleges more competitive for college completion grants and to direct the Institute of Education Sciences to collect data on the location of grant recipients, ensuring that the most remote American communities are accessing funding opportunities.

Again, H.R. 3221 takes bold steps towards improving the accessibility of higher education, invests in our children, and focuses on the important role community colleges play in economic development.

I commend my chairman, Chairman MILLER, and President Obama for this visionary initiative, and I urge all my colleagues to support it.

Mr. KLINE of Minnesota. Madam Chair, at this time, I yield 4 minutes to the distinguished ranking member on the Budget Committee, the gentleman from Wisconsin (Mr. RYAN).

□ 1715

Mr. RYAN of Wisconsin. I thank the chairman.

Madam Chairman, I rise in opposition to this bill. Let me be clear: I support education. It's an indispensable component of America's prosperity. I don't find fault with Pell Grants or student loans. What I find fault with is the way that the math doesn't add up in this bill.

This bill includes a sleight of hand in so many ways that it either raises the deficit by $5.7 billion or by as much as $39 billion. It creates 10 new entitlement programs that will dramatically increase spending over the next 10 years, and it adds to our already alarming levels of borrowing. Let me try and explain what's going on with respect to how the budget gimmicks are employed here.

First off, the bill claims to reduce mandatory spending by $7.8 billion and dedicates that savings to deficit reduction; but through this budget gimmick, the bill shifts $13.5 billion in necessary program administrative costs over to the discretionary category where it cannot be counted by the Congressional Budget Office. With this gimmick removed, the bill actually increases the deficit by $5.7 billion. That's the smallest budget gimmick in this bill.

The second largest budget gimmick in this bill is the way that it is scored, not using the kind of scoring that we use for such things like when we scored Fannie and Freddie or the TARP, where we used risk-adjustment scoring under the credit reform rules. If you actually score it under the accurate rules that the CBO says it ought to be scored under, this bill would raise the deficit by $32 billion.

Beyond that, these 10 new entitlement programs that are being created have artificial sunset dates in the law. The most permanent thing in Washington is a temporary government program; and if you repeal these artificial sunset dates, that's $39 billion added to the deficit, which is according to the Congressional Budget Office.

This bill does not save money. This bill raises the deficit. This bill crowds out the private sector; it deprives students of choices; it uses enormous budget gimmicks, and it exploits the budget reconciliation system to try and say that it's saving money and reducing the deficit when, in actuality, using honest budgeting and honest accounting, it does nothing like that.

Mr. GEORGE MILLER of California. I yield 2 minutes to the gentleman from North Dakota (Mr. POMEROY).

Mr. POMEROY. Madam Chair, I rise to engage in a colloquy with Mr. MILLER, the distinguished chairman of the Education and Labor Committee.

Chairman MILLER, I rise to discuss an issue that is of critical importance to my district.

We have a unique situation in North Dakota. As you know, the Bank of North Dakota was created by statute in 1919 to meet the needs of North Dakota citizens, and it is the only State-owned bank in the country.

By State statute, the Bank of North Dakota has administered both lending and loan guarantee functions to assist families, schools, and lenders in providing reliable student loans for over 42 years. It is the only bank in the country to perform the guaranteed lending and servicing functions for the Federal student loan program. Mr. Chairman, this important institution has served more than 150,000 borrowers at 20 post-secondary institutions in my State.

The Bank of North Dakota has provided one-to-one counseling and default prevention workshops for schools and lenders, providing techniques to use when counseling borrowers on their student loan debt. The result has been an extremely low default rate under the FFEL loans administered by the Bank of North Dakota.

For all of these reasons, I've been a huge supporter of this Bank of North Dakota student lending program. I commend the work that its 55 State employees have done to make college accessible for North Dakota students. I have received concerns about altering

the Bank of North Dakota's role in student lending programs, and I would like to address that issue.

Mr. GEORGE MILLER of California. Will the gentleman yield?

Mr. POMEROY. I yield to the gentleman.

Mr. GEORGE MILLER of California. I thank the gentleman for his attention to this issue. I recognize that the Bank of North Dakota is an important institution in North Dakota and is different from any other lending institution in the country.

Mr. POMEROY. I acknowledge that this legislation ensures a role for private lenders in the servicing of loans. Particularly, I thank the chairman for his inclusion of a provision that ensures nonprofit entities, such as the Bank of North Dakota, will be able to service student loans in their States.

Will you work with me, Mr. Chairman, as this legislation moves to conference, to ensure that the Bank of North Dakota can continue to participate in the Federal lending program?

Mr. GEORGE MILLER of California. If the gentleman will yield, yes, I will work with you, as this legislation moves to conference, to ensure that State banks have a continued role in the Federal student lending program.

Mr. POMEROY. I thank the Chair.

Mr. KLINE of Minnesota. Madam Chair, at this time, I am pleased to yield 2 minutes to the distinguished gentleman from Georgia, Dr. PRICE, a member of the committee.

Mr. PRICE of Georgia. Madam Chairman, here we are again—growing government. The Student Aid and Fiscal Responsibility Act, an Orwellian title to say the least, marks the culmination of a 44-year journey to finally end the private student lending system, but is doing so in the midst of the worst economic downturn in generations.

Now, perhaps my friends on the other side didn't notice this fact, but they must be ignoring that there are more than 14 million Americans unemployed on their watch. This legislation has real consequences for the economy, specifically in regard to job losses.

Based on an employment survey of private lending loan participants, conducted jointly by the Consumer Bankers Association, the Education Finance Council and the National Council of Higher Education Loan Programs, this plan targets and may eliminate up to 30,000 private-sector jobs. So nearly every State could expect to see job losses when the Democrats ''invest in education.''

Remember, this is in the midst of the worst economic downturn in generations. It really has reached a point where the question has got to be asked: Is there any sector of the economy that the Democrats aren't planning to have the government control and dominate? Taking over the entire student lending system is just the latest example after health care, the national energy tax, financial institutions, and auto bailouts. Madam Chair, you could go on and on and on.

The other side is clearly more committed to creating more bureaucracy than in preserving jobs, and more bureaucracy is exactly what happens when you have a public option in this or in any other arena.

The finances, as my friend from Wisconsin talked about, would be laughable if they weren't so serious. Ten new entitlement programs convert the Perkins Loan Program from a discretionary program to a mandatory program. They create a new college access and completion fund with four new programs, costing $3 billion.

The CHAIR. The time of the gentleman has expired.

Mr. KLINE of Minnesota. I yield the gentleman an additional 30 seconds.

Mr. PRICE of Georgia. It creates a new $4.9 billion mandatory fund program to modernize, renovate, and repair public elementary and secondary schools. That's right, Madam Chair. It's Federal money for building local schools. They create the 70th—get that, Madam Chair—the 70th program for early learning programs in this Nation at a cost of $8 billion. You'd think we could have relied on the previous 69. It's a bad idea, even after 44 years, whose time has not come.

Mr. GEORGE MILLER of California. I yield 2 minutes to the gentleman from Oregon (Mr. WU), a member of the committee.

Mr. WU. Thank you, Mr. Chairman.

Madam Chair, what is truly Orwellian is the distortion of argument presented by the other side in this debate because—do you know what?—any bank that wants to make a student loan can continue to make a student loan. What will not happen anymore is making those student loans with a taxpayer subsidy, a subsidy where not only is there a guaranteed interest rate but where the deal is that the taxpayer keeps the bad loans and the private sector, the bank, gets to keep the good loans. That's not going to happen anymore. Who is going to benefit? Students.

I want to rise in support of this bill, not only because of the tremendous advances in student financial aid—in Pell Grants and in working toward a better loan rate for students—but also because of the assistance to local schools to build safer, more energy-efficient schools, which would be better learning environments. Also, it will return jobs, and it will be more energy efficient for local communities.

So many of our communities are in urgent need of renovated schools, and recent estimates show that America's schools need billions of dollars in retrofitting and repair just to have safe and healthy learning environments for our kids. The funds in this bill will also help our schools return money to our communities by saving energy and creating jobs.

I want to especially thank Chairman MILLER for working with me to add seismic retrofitting, better storm water runoff systems and additional clean energy sources as permissible uses under this bill for our local schools. In a place like Oregon, where better, sound science has found that we have a much higher earthquake risk than we originally thought—and that science has just come out in the last 10 or 15 years—we urgently need the seismic retrofits and other safety measures. So I want to commend the Chair for working with me on this.

I urge support for this legislation with all of its important components to create healthy and safe schools and also to financially assist college students through school.

Mr. KLINE of Minnesota. Madam Chair, may I inquire again as to the time remaining.

The CHAIR. The gentleman from Minnesota has 4 minutes. The gentleman from California has 6½ minutes.

Mr. KLINE of Minnesota. Madam Chair, at this time, I am pleased to yield 3 minutes to the gentleman from East Tennessee, Dr. ROE.

Mr. ROE of Tennessee. I thank the gentleman for yielding.

Madam Chair, I rise in opposition to H.R. 3221. What we are doing here today is using our country's financial crisis as an excuse to eliminate an industry that has proven to be more popular and at least as well run, if not more so, than its government counterpart. I might add that my son just used this program for his own education.

A unified Democratic majority of the House, Senate and White House created the Direct Loan Program in 1993. Back then, many Republicans were skeptical that the Democrats' intention was to simply ''introduce competition and keep private lenders honest.'' In what is literally their first opportunity since then with a unified majority, they are proving Republicans' suspicions correct. The comparisons to our health care debate are obvious and too strong to ignore.

In the debate we are having on health care, our friends on the other side of the aisle are making the case that we need the government and private industry to compete to provide consumers the best choice. So it's astonishing that we're considering a bill that eliminates the Federal Family Education Loan program, which consumers are choosing by a nearly 3–1 margin over its government-run Direct Loan Program alternative. So much for competition.

What's worse is this legislation may increase the deficit even more. If we use CBO's generous assumptions, this bill will save $13 billion over the first 5 years, but only $7 billion over the next 10 years. That means in the second 5 years of the bill's scope, the bill will actually cost taxpayers $6 billion in new funding. This does not even begin to address what happens in the second 10 years when the spending doesn't have to be offset. It's just so disingenuous to pass more debt on to future generations while calling our actions

''fiscally responsible.'' That's only if the assumptions are correct. The CBO has estimated that, if the default rates run higher than their estimates, this bill could cost taxpayers $33 billion more in 10 years.

The spending would be less troubling if it weren't mandatory spending, which means it goes on autopilot and is never reviewed by Congress for effectiveness, and it never has to comply with annual budgets.

The most disappointing aspect of this whole debate is that there is an obvious bipartisan alternative that achieved 388 votes in the last Congress. The Ensuring Continued Access to Student Loan Act, which ensures that private lenders can make it through a tough credit crisis, should be what we're considering today instead of this partisan approach.

Since passing in the last Congress, we should all be commending Chairman MILLER and members of the committee who were here last year for a job well done. Instead, the Democrats are, once again, trying to have the government take over private industry, which is providing a service the American people like.

Here is the bottom line in this debate: if you like multibillion dollar programs that have zero oversight from Congress and are on autopilot, vote for this bill. If you like to increase unemployment, you should vote for this bill. If you believe Washington bureaucrats will improve their performance and will find ways to become more efficient by eliminating their competition, you should definitely support this bill.

If you feel like we should be seeking common, bipartisan ground on the future of our children's education, please join me in voting ''no'' on this program and in voting ''yes'' on the Kline amendment.

Mr. GEORGE MILLER of California. I yield 2 minutes to the gentlewoman from New Hampshire (Ms. SHEA-PORTER).

Ms. SHEA-PORTER. I thank Chairman MILLER for yielding me time and for his leadership on this bill.

Madam Chair, as a member of the Committee on Education and Labor, I rise to express my support for the Student Aid and Fiscal Responsibility Act.

With this legislation, we are investing in our students. We are providing needed dollars to improve our early education programs and to rebuild our schools. We simplify the student aid application, the dreaded FAFSA. We invest $40 billion in Pell Grants. We do this, and we produce a savings of $10 billion over the next 10 years. I am pleased that we also recognize the important work done by the local nonprofits in our communities by ensuring them a continued role in the servicing of student loans.

In my home State of New Hampshire, we have one of these local nonprofits, the New Hampshire Higher Education Assistance Foundation. NHHEAF is a well-respected member of our community, and it provides many jobs. I am proud that, through our working committee, we were able to ensure that NHHEAF continues to provide services to our students and to their families through both loan servicing and new grant programs provided for in this legislation.

I am proud to be an original cosponsor, and I urge a ''yes'' vote so we can help American students and their families.

Mr. KLINE of Minnesota. Madam Chair, I reserve the balance of my time.

Mr. GEORGE MILLER of California. I yield 1 minute to the gentlewoman from California (Ms. PELOSI), our Speaker.

□ 1730

Ms. PELOSI. Thank you to the chairman for giving me this opportunity to come to the floor in strong support of the Student Aid and Fiscal Responsibility Act. I do so because education is the best investment individuals can make in themselves, parents can make in their children, and a Nation can make in its citizens and in its future.

Today is possible because of the leadership of the distinguished chairman of the Education and Labor Committee, Congressman GEORGE MILLER. Students across America have no better advocate for affordable and accessible higher education. Thank you, Mr. MILLER.

I would also like to acknowledge the chairman of the Subcommittee on Higher Education, Lifelong Learning and Competitiveness—I love that trio of jurisdiction—and a national leader on college affordability, Congressman RUBEN HINOJOSA. To them and all of the members of the Education and Labor Committee, we are all in your debt.

We all know that for every additional year of higher education, an individual's earnings increase about 10 percent. We know that education is key to the prosperity of our Nation, the prosperity of the individual, the prosperity of the Nation.

But for far too many, a quality higher education has been simply unaffordable. I have heard of cases where parents have been hesitant to encourage their children to strive for college because they can't afford to send them. What sadder testimony could there be for prospects for that person.

Expanding access to higher education is essential to building America's way out of recession and keeping our Nation competitive. Innovation begins in the classroom. It is essential that we prepare our students for 21st century jobs by providing all Americans with the skills they need to compete.

When Democrats came to the majority in 2007, we passed in a bipartisan way the College Cost Reduction and Access Act. That was the single largest investment in education since the GI Bill in 1944, until today.

Today we will make the largest investment in making college more affordable in the history of our Nation. On the 100th day of President Obama's presidency, in the House and in the Senate, we passed the budget. The President had three pillars for turning the economy around, for creating jobs in that budget, to create jobs to give tax breaks to the middle class and to reduce the deficit. The three pillars for turning the economy around and creating jobs were investments in education, in health care, and in a new energy policy for good, green jobs for the future.

Today, we are passing legislation to support the education pillar of that budget. Again, education is essential to the fulfillment of individuals, the competitiveness of our Nation, and it is the foundation of our democracy.

This bill is a great bill, and I want to again reiterate what others have said. It invests $40 billion in Pell Grants and increases the maximum grant that can be awarded. That makes a big difference to our students. It invests more than $2.5 billion in Historically Black Colleges and Universities and Minority-Serving Institutions, a big issue for Mr. HINOJOSA and for many of us here. It strengthens the Perkins Loan Program that provides low-cost loans to students. It keeps interest rates low for those who have Federal student loans. This is very important.

This means that more students will enter college, that they will graduate with less debt, and that the Federal loan initiatives that they and their families depend upon are strengthened for decades to come. On top of all of that, taxpayers will save money.

Under Mr. MILLER's leadership, we are investing in our children without heaping mountains of debt upon them. This legislation is fiscally responsible, following the strict standards of the pay-as-you-go spending and saving for the taxpayer.

You heard all the things I said about Pell Grants and college investments and Perkins loans and low interest rates. With the $87 billion in taxpayer savings that this bill achieves, we are able to do all of that by switching to a Direct Loan Program. So it invests $77 billion back into the education of our people while reducing the Federal entitlement spending by $10 billion. That's billion with a ''B.''

This legislation seizes the opportunity to strengthen our Nation by making an historic commitment to our students and a landmark investment in our future. I urge my colleagues to join the distinguished chairman and members of the committee in a bipartisan way and vote ''aye.''

Mr. KLINE of Minnesota. Madam Chair, I will continue to reserve.

Mr. GEORGE MILLER of California. I yield 3 minutes to the gentleman from New Jersey (Mr. ANDREWS), a member of the committee.

(Mr. ANDREWS asked and was given permission to revise and extend his remarks.)

Mr. ANDREWS. Madam Chair, I thank our chairman for yielding, and I rise in strong support of this bill.

The issues before the House, tonight, Madam Chair, are these: Do you agree or disagree that the time has come to make college more affordable for men and women around this country, by making Pell Grant scholarships more available, student loans less expensive, more available. I think most people would say, Yes, we do agree with that.

The issue before the House tonight is, is it time for the country to make an investment in the youngest Americans, 3- and 4- and 5-year-olds who have yet to go to formal school so they get the highest level of achievement early in their lives. I think most people would say yes, the answer is yes.

The question before the House tonight is that at a time when many of our schools are inefficient, falling apart, badly in need of repair or replacement, is it time to put Americans back to work in repairing and rebuilding some of those schools? I think, Madam Chair, most people would say, yes, it is time to do that.

But they are worried about the fiscal crisis that this administration and this Congress inherited. So maybe we shouldn't do those things.

But if there is a way to reduce the deficit and achieve the things I just talked about, wouldn't it make sense to do that? And I think most would say, yes, it most certainly would, and that is precisely what the bill before us tonight does.

The Congressional Budget Office, a fair, nonpartisan arbiter of the facts, said the following: The status quo student loan program that takes taxpayer money and gives it to private lenders and then rewards them to take a risk, not with their money, but with ours, doesn't make any sense.

Let me say that again. The way the present program works is that private lenders get money from the taxpayers, take a risk with the taxpayers' money, and get paid a reward for taking that risk.

Now, it is fine to take a risk with your own money—and we should encourage that in this country. But when you are taking a risk with the taxpayers' money, you shouldn't be rewarded for it. This bill stops that practice, and the Congressional Budget Office says that yields $87 billion in savings over the next few years.

Here's what we do. We invest $77 billion of that in the education of the people in this country, the strongest engine of economic growth known to this country, educating men and women to be scientists and teachers and engineers and craftsmen and craftswomen, educate our young children, repair our schools that are in need of repair.

But then, the bill also takes $10 billion and reduces the deficit that we inherited. This is a chance to vote ''yes'' for college scholarships and loans. It's a chance to vote ''yes'' for educating the youngest Americans. It's a chance to vote ''yes'' to rebuild our crumbling schools and vote ''yes'' for deficit reduction.

I urge a ''yes'' vote.

Mr. KLINE of Minnesota. Madam Chair, can I inquire of the Chair the remaining time?

The CHAIR. The gentleman from California has 1 minute remaining and the gentleman from Minnesota has 1 minute remaining.

Mr. KLINE of Minnesota. Madam Chair, I yield myself the remainder of my time.

It is clear, Madam Chair, that there is some dispute over what this does to the deficit. But I would argue that looking at the latest information from, as my friend from New Jersey says, the fair, nonpartisan arbiter of the facts, the Congressional Budget Office, this legislation will add to the deficit somewhere between $15 billion and $50 billion, subject to debate.

What is absolutely clear is that forcing the public option is a government takeover. It does grow a government with more new programs, and it does force job losses. I think that's indisputable.

Madam Chair, this is bad policy, it's a bad bill, and I urge a ''no'' vote.

Madam Chair, I yield back the balance of my time.

Mr. GEORGE MILLER of California. Madam Chair, I believe that many of those facts just cited are in dispute but I just want to say this: We got off to a rather fast start this afternoon, and I want to take a moment just to thank all of the members of the committee who worked so hard on this legislation, and I want to thank the Rules Committee for making the rule in order.

I want to thank the minority. I know they don't agree with this legislation, but I appreciate the work that they have done with us on facilitating the markup of this legislation and bringing it to the floor. I just wanted to acknowledge that. We kind of just got right into the bill.

But I wanted to say that on behalf of all of the staffs that have worked together. Again, they don't agree on the outcome or the bill in this fashion, but we still have to work together to meet our obligations as a committee to this House, and I wanted to take time to thank everybody.

Mr. PLATTS. Madam Chair, today, we will be considering as part of the Manager's Amendment, an opportunity to provide financial assistance for higher education to the children of police officers, firefighters, and other first responders who made the ultimate sacrifice in the line of duty. Based on the Children of Fallen Heroes Scholarship Act that Representative PATRICK MURPHY introduced—with myself as a lead cosponsor—a child of one of these fallen service men and women would become automatically eligible for the maximum Pell Grant amount. This benefit already exists for the children of military servicemembers who are killed in action.

This legislation is aimed at ensuring we do right by police officers, firefighters and other first responders who put their own lives at risk everyday to keep us safe. Making a college education more accessible to the children of these fallen heroes is an important expression of our Nation's gratitude. This legislation is a justified price for our Nation to pay to ensure that those serving on the front lines in our communities know that a higher education will be within their children's reach should the unthinkable happen.

Mr. MCKEON. Madam Chair, the Federal Family Education Loan Program has been in place since the 1960's and has successfully allowed millions of students to further their education. And yet the Majority, today, seeks to eliminate this program that works so well. It is innovative, creative, adaptive, and flexible, none of which the federally-run Direct Loan program can match.

In contrast, the federally-run Direct Loan program began in 1992. It was supposed to ''compete'' with the private option. Included in the program was a subsidy to schools that participated in the new program; an incentive. It didn't work. The highest percentage of the student loan market that Direct Loans ever commanded was 34 percent.

Despite the limitations of the federally-run Direct Loans, the Majority will vote today to shut the more successful FFEL program down and consolidate the entire federal student loan program into the Direct Loan program.

In the Federal Family Education Loan program, which features a public-private partnership, there are more than 4,000 participating institutions. Students attending these institutions have received approximately $66 billion this year.

In comparison, in the federally-run Direct Loan program, where the loans come directly from the government, there are roughly 1,700 institutions. Students attending these institutions have received approximately $22 billion this year.

This is clearly a case of schools ''voting with their feet.''

The Administration has argued that the FFEL program is ''on life support,'' and does not provide a stable source of capital. With all due respect, this is like arguing that the federal government should directly manufacture and sell cars because the Administration is now assisting Chrysler and GM.

For some reason, Democrats believe that with all of the different types of lenders out there—from mortgage lenders, to small business lenders, to consumer lenders—it is student lenders that are ripe for a federal monopoly.

So to those who claim the FFEL program does not work, I would only ask you to look back on the last 40+ years before the credit crisis that crippled our entire financial system. The private sector is and has been a stable source of capital—it's one that has served millions of students and families for decades. Instead of trying to keep private capital and innovation out of student lending permanently, perhaps we should be looking for ways to bring it back.

The Federal Government has its hands in the financial services industry, the insurance industry, the auto industry, and now wants to get its hands on the energy industry, medical industry, and the student loan industry. Not to mention a plethora of new Czars with no accountability to the American people. Saddling taxpayers with close to $50 billion in additional risk and stripping them of their freedom to

choose how to best fund their education is completely irresponsible.

And I find it truly remarkable that at a time when the federal government should be helping create a climate conducive to job growth that they would choose to eliminate an entire private industry that helps students, employs over 35,000 people, and is much more effective than a government run program.

I urge a strong "no" vote on this bill.

Ms. JACKSON-LEE of Texas. Madam Chair, I stand here today to express my support for H.R. 3221, The Student Aid and Fiscal Responsibility Act. With an emphasis on improving access to financial support for higher education, increasing educational opportunities and preparing students for 21st century jobs by providing the resources they need to compete, H.R. 3221 ensures that we will be able to effectively rise up out of the ashes of what has been categorized as the longest and deepest economic downturn since the Great Depression. The national economic crisis has begun to infiltrate every corner of this country, and my home state of Texas is no exception.

In the midst of this very difficult economic climate, there has never been a more important and relevant time for the passage of H.R. 3221, the Student Aid and Fiscal Responsibility Act, which provides access to affordable quality education opportunities. In accordance with President Obama's statement that the best investment in our economic future is an investment in our children's education, this important legislation helps to make college and post secondary education more affordable, and subsequently takes the necessary steps to invest in our country's economic future, all at no new cost to taxpayers.

By making college more affordable, H.R. 3221 will enable more American students to not only matriculate on to higher education, but it will enable them to have the financial capability to graduate. This legislation provides all federal student loan borrowers with upgraded and modernized customer service, by providing them access to a public-private partnership that will serve as a resource for loan support. H.R. 3221 prepares students and graduates for 21st century jobs by providing Americans with the requisite skills and cutting edge resources they need to compete in today's job market.

EARLY EDUCATION

This vital legislation ensures that the next generation of students enters kindergarten with the skills they need to succeed in school, by reforming state standards and practices for birth-to-five early learning programs. This will have an immediate and direct impact on low income children entering kindergarten with the school readiness skills needed to succeed at this critical stage in learning development.

It is important to note that H.R. 3221 creates an Early Learning Challenge Fund, which would award competitive grants to states that implement overall standards-based reform, thereby incentivizing each state to transform their early education standards and practices, to build an effective early childhood workforce, and improve the school readiness outcomes of young children from every demographic and every socio-economic background.

DIRECT LOAN PROGRAM

H.R. 3221 provides reliable, affordable high-quality Federal student loans for all families. By strengthening the Pell Grant System, and by converting all new federal student lending funds to the stable, effective and cost-efficient Direct Loan program, the proper lending infrastructure to ensure a solid lending program removed from the fluctuations of the economy will be in place. Beginning in July 2010, new federal student loans will be originated through the Direct Loan program, rather than through lenders who are subsidized by taxpayers in the federally-guaranteed student loan program. One of the major benefits of the Direct Loan program is that unlike lender-based programs, the Direct Loan program is insulated from market swings, will enable students to have access to low-cost federal college loans irrespective of the current state of the economy.

FISCAL RESPONSIBILITY AND FINANCIAL LITERACY

My concern for the importance of instilling a sense of fiscal responsibility in our youth runs deep. Recent studies have indicated that young people do not even know basic financial topics such as the impact of student loans on one's credit, how to balance a checkbook, and the impact of automobile loans on one's credit. Because of my concern that young people are not sufficiently informed about financial literacy, this year I introduced H.R. 1325, to require financial literacy counseling for borrowers, and for other purposes. H.R. 1325 is relevant in the discussion of financial aid and fiscal responsibility, because approximately two-thirds of students borrow to pay for college according to the Center for Economic and Policy Research. Moreover, one in ten of student borrowers have loans more than $35,000. This legislation was designed to ensure that our nation's college students will be more prepared when incurring student loan debt and help them to avoid default as student loans severely impact one's credit score.

Currently there is about $60 billion in defaulted student loan debt. Many students do not understand the reality of repaying student debt while taking out these loans. While most Americans have debt of some kind, student loan repayment is especially scary, as one cannot just declare bankruptcy and have their loans discharged. Due to the lack of financial literacy counseling for borrowers, student loan payments are often higher than expected. Recent graduates are unable to afford the monthly payments resulting in them living paycheck to paycheck, acquiring credit card debt and in extreme cases, grads leaving the country in order to avoid repayment and debt collectors.

Students and parents are not currently receiving the proper or any information of the burden that their student loans will have once they graduate. This is possibly a result of the relationship between student loan companies and universities, as some lenders offer universities incentives to steer borrowers their way.

College campuses are one place that young Americans are introduced to credit and the possibility of living beyond their means. With proper loan and credit counseling the burden of debt incurred in college could be greatly reduced. Especially in this time of recession, financial literacy is one of the most important tools that we can give to our students in order to ensure their success in the future.

My resolution was crafted to provide financial literacy training to students taking out Federal Student Loans and will require a minimum of 4 hours of counseling including entrance and exit counseling. Counseling will include the fundamentals of basic checking and savings accounts, budgeting, types of credit and their appropriate uses, the different forms of student financial aid, repayment options, credit scores and ratings, as well as investing.

INCREASING FUNDING FOR EDUCATION

Madam Chair, I also would like to address the relevance of this measure to our nation's Historically Black Colleges and Universities (HBCUs), and minority serving institutions, and to thank Chairman MILLER, other members of the Committee and the staff for taking bold and necessary steps to ensure the long-term and robust engagement of these institutions for many years to come. I have always been a proponent of increasing educational opportunities for students of every level, from every socioeconomic background throughout our nation will yield the greatest return on our investment. Providing access to educational opportunities is critical to the nation's long term prosperity. Most recently I advocated on behalf of the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriations Act of 2010, H.R. 329, which sought to make the necessary investments to provide children with a 21st century education, will provide the resources to modernize our schools and colleges, and will provide funding to make college more affordable.

Just as I supported past legislation like H.R. 3081, the American Recovery and Reinvestment Act of 2009, which placed a premium on providing funding for and lending institutional support to our Historical Black Colleges and Universities (HBCUs) and Predominantly Black Institutions (PBIs), the Student Aid and Fiscal Responsibility Act invests $2.55 billion in HBCUs and Minority-Serving Institutions to provide students with the support they need to stay in school and graduate.

HBCUs and PBIs as defined in the Higher Education Act of 1965, as amended (HEA) as the following: A historically Black college or university is an institution of higher education established prior to 1964, whose principal mission was, and is, the education of Black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation. Historically Black colleges or universities also include any branch campus of a southern institution of higher education that prior to September 30, 1986, received a grant as an institution with special needs under HEA Section 321 and was formally recognized by the National Center for Education Statistics as a Historically Black College or University.

Predominantly Black Institutions are defined in HEA Section 318. These institutions meet basic eligibility under Title III, Section 312(b) and serve at least 40 percent Black American students. Basic eligibility under Title III, Section 312(b) of the HEA is met by institutions that:

have low educational and general expenditures (E&G) or seek a waiver by submitting evidence that is both persuasive and compelling to have this requirement waived;

have a requisite enrollment of needy students;

are legally authorized within their respective state to award bachelors degrees or are a community college; and

are accredited by a nationally or state recognized accrediting agency.

An institution is considered to have met the enrollment of needy students criterion if (1) at least 50 percent of its degree-seeking students receive financial assistance under one or more of the following programs: Federal Pell Grant Program, Federal Supplemental Educational Opportunity Grant Program, Federal Work-Study Program and/or the Federal Perkins Loan Program or (2) the percentage of its undergraduate degree-seeking students who were enrolled at least half-time and received a Federal Pell Grant met or exceeded the average for similar institutions.

We must invest in our nation's Historically Black Colleges and Universities (HBCUs) and other Minority Serving Institutions. A digital disparity between HBCU campuses and their counterparts currently exists. There is a significant need among HBCUs to update technological equipment and to develop advanced and cutting edge educational and technological opportunities for students. In the face of the adversity that outdated technology poses, HBCUs continue to generate thousands of African-American graduates who are prepared to compete in and contribute to our global economy. HBCUs represent nine of the top ten colleges that graduate the most African-Americans who go on to earn Ph.D.s. HBCUs and PBIs continue to provide opportunity and advancement to African-American students, and therefore are worthy of federal support.

Accordingly, my past legislative efforts have supported efforts to provide $653 million to strengthen the capacity of HBCUs and PBIs, Hispanic-serving Institutions, Tribal Colleges and Universities and Native American-serving Institutions, Asian Pacific Islander, and Native American Institutions. In the state of Texas, we have Tribal, Hispanic and African American populations that will benefit greatly from provisions that provide mandatory funding for the next 10 years. As the nation meets the demands associated with global competitiveness and changing demographics, resources provided in this measure very much are need to ensure our nation's long-term viability. The $85 million designated annually for HBCUs is particularly noteworthy, and will contribute greatly to helping these historic institutions in equipping students with the skills and exposure needed to drive globally relevant innovations and nationally relevant achievement.

Additionally, the measure provides unprecedented increases in student aid—particularly for the Pell Grant and Perkins Loan programs. Most notably, by ensuring that all new federal student loans will be processed through the Direct Student Loan program, the bill is expected to generate $87 billion in savings over the next ten years. These savings will be reinvested in other worthy projects benefiting community colleges and expanding the number of students who enroll and graduate from college.

As a Representative from the 18th Congressional District of Texas, I know firsthand that this will enable HBCUs like Texas Southern University in my district and Prairie View A&M University just outside of my district to thrive.

My past support of bills such as H.R. 3293 have advocated on behalf of an investment of $15.9 billion for Title I Education for the Disadvantaged Children Account, which will provide much needed support to underprivileged children in Grades K through 12, and will give hope to the low income families in my district in Houston, that their children will receive quality education. There is no greater investment in our country than an investment in our children's opportunity to obtain a quality education. I urge my colleagues today to pass this critical piece of legislation, as our nation's long-term prosperity hangs in the balance. Madam Chair, I support this legislation. I urge my colleagues to do the same.

Mr. GEORGE MILLER of California. Madam Chair, I yield back the balance of my time.

The CHAIR. All time for general debate has expired.

Pursuant to the rule, the amendment in the nature of a substitute printed in the bill shall be considered as an original bill for the purpose of amendment under the 5-minute rule and shall be considered read.

The text of the committee amendment is as follows:

H.R. 3221

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 ''Student Aid and Fiscal Responsibility Act of 2009''.

SEC. 2. TABLE OF CONTENTS.

The table of contents is as follows:

Sec. 1. Short title.
Sec. 2. Table of contents.
Sec. 3. References.

TITLE I—INVESTING IN STUDENTS AND FAMILIES

Subtitle A—Increasing College Access and Completion

Sec. 101. Federal Pell Grants.
Sec. 102. College Access and Completion Innovation Fund.
Sec. 103. Investment in historically Black colleges and universities and other minority-serving institutions.
Sec. 104. Investment in cooperative education.
Sec. 105. Loan forgiveness for servicemembers activated for duty.
Sec. 106. Veterans Educational Equity Supplemental Grant Program.

Subtitle B—Student Financial Aid Form Simplification

Sec. 121. General effective date.
Sec. 122. Treatment of assets in need analysis.
Sec. 123. Changes to total income; aid eligibility.

TITLE II—STUDENT LOAN REFORM

Subtitle A—Stafford Loan Reform

Sec. 201. Federal Family Education Loan appropriations.
Sec. 202. Scope and duration of Federal loan insurance program.
Sec. 203. Applicable interest rates.
Sec. 204. Federal payments to reduce student interest costs.
Sec. 205. Federal PLUS Loans.
Sec. 206. Federal Consolidation Loan.
Sec. 207. Unsubsidized Stafford loans for middle-income borrowers.
Sec. 208. Loan repayment for civil legal assistance attorneys.
Sec. 209. Special allowances.
Sec. 210. Revised special allowance calculation.
Sec. 211. Origination of Direct Loans at institutions located outside the United States.
Sec. 212. Agreements with institutions.
Sec. 213. Terms and conditions of loans.
Sec. 214. Contracts.
Sec. 215. Interest rates.

Subtitle B—Perkins Loan Reform

Sec. 221. Federal Direct Perkins Loans terms and conditions.
Sec. 222. Authorization of appropriations.
Sec. 223. Allocation of funds.
Sec. 224. Federal Direct Perkins Loan allocation.
Sec. 225. Agreements with institutions of higher education.
Sec. 226. Student loan information by eligible institutions.
Sec. 227. Terms of loans.
Sec. 228. Distribution of assets from student loan funds.
Sec. 229. Implementation of non-title IV revenue requirement.
Sec. 230. Administrative expenses.

TITLE III—MODERNIZATION, RENOVATION, AND REPAIR

Subtitle A—Elementary and Secondary Education

Sec. 301. Definitions.

CHAPTER 1—GRANTS FOR MODERNIZATION, RENOVATION, OR REPAIR OF PUBLIC SCHOOL FACILITIES

Sec. 311. Purpose.
Sec. 312. Allocation of funds.
Sec. 313. Allowable uses of funds.
Sec. 314. Priority projects.

CHAPTER 2—SUPPLEMENTAL GRANTS FOR LOUISIANA, MISSISSIPPI, AND ALABAMA

Sec. 321. Purpose.
Sec. 322. Allocation to local educational agencies.
Sec. 323. Allowable uses of funds.

CHAPTER 3—GENERAL PROVISIONS

Sec. 331. Impermissible uses of funds.
Sec. 332. Supplement, not supplant.
Sec. 333. Prohibition regarding State aid.
Sec. 334. Maintenance of effort.
Sec. 335. Special rule on contracting.
Sec. 336. Use of American iron, steel, and manufactured goods.
Sec. 337. Labor standards.
Sec. 338. Charter schools.
Sec. 339. Green schools.
Sec. 340. Reporting.
Sec. 341. Special rules.
Sec. 342. Promotion of employment experiences.
Sec. 343. Advisory Council on Green, High-Performing Public School Facilities.
Sec. 344. Education regarding projects.
Sec. 345. Availability of funds.

Subtitle B—Higher Education

Sec. 351. Federal assistance for community college modernization and construction.

TITLE IV—EARLY LEARNING CHALLENGE FUND

Sec. 401. Purpose.
Sec. 402. Programs authorized.
Sec. 403. Quality pathways grants.
Sec. 404. Development grants.
Sec. 405. Research and evaluation.
Sec. 406. Reporting requirements.
Sec. 407. Construction.
Sec. 408. Definitions.
Sec. 409. Availability of funds.

TITLE V—AMERICAN GRADUATION INITIATIVE

Sec. 501. Authorization and appropriation.
Sec. 502. Definitions; grant priority.
Sec. 503. Grants to eligible entities for community college reform.
Sec. 504. Grants to eligible States for community college programs.
Sec. 505. National activities.

SEC. 3. REFERENCES.

Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

TITLE I—INVESTING IN STUDENTS AND FAMILIES

Subtitle A—Increasing College Access and Completion

SEC. 101. FEDERAL PELL GRANTS.

(a) AMOUNT OF GRANTS.—Section 401(b) (20 U.S.C. 1070a(b)) is amended—

(1) by amending paragraph (2)(A) to read as follows:

''(A) The amount of the Federal Pell Grant for a student eligible under this part shall be—

''(i) the maximum Federal Pell Grant, as specified in the last enacted appropriation Act applicable to that award year, plus

''(ii) the amount of the increase calculated under paragraph (8)(B) for that year, less

''(iii) an amount equal to the amount determined to be the expected family contribution with respect to that student for that year.''; and

(2) by amending paragraph (8), as amended by the Higher Education Opportunity Act (Public Law 110–315), to read as follows:

''(8) ADDITIONAL FUNDS.—

''(A) IN GENERAL.—There are authorized to be appropriated, and there are appropriated, to carry out subparagraph (B) of this paragraph (in addition to any other amounts appropriated to carry out this section and out of any money in the Treasury not otherwise appropriated) the following amounts—

''(i) $2,030,000,000 for fiscal year 2008;

''(ii) $2,733,000,000 for fiscal year 2009; and

''(iii) such sums as may be necessary for fiscal year 2010 and each subsequent fiscal year to provide the amount of increase of the maximum Federal Pell Grant required by clauses (ii) and (iii) of subparagraph (B).

''(B) INCREASE IN FEDERAL PELL GRANTS.—The amounts made available pursuant to subparagraph (A) shall be used to increase the amount of the maximum Federal Pell Grant for which a student shall be eligible during an award year, as specified in the last enacted appropriation Act applicable to that award year, by—

''(i) $490 for each of the award years 2008–2009 and 2009–2010;

''(ii) $690 for the award year 2010–2011; and

''(iii) the amount determined under subparagraph (C) for each succeeding award year.

''(C) INFLATION-ADJUSTED AMOUNTS.—

''(i) AWARD YEAR 2011–2012.—For award year 2011–2012, the amount determined under this subparagraph for purposes of subparagraph (B)(iii) shall be equal to—

''(I) $5,550 or the total maximum Federal Pell Grant for the preceding award year (as determined under clause (iv)(II)), whichever is greater, increased by a percentage equal to the annual adjustment percentage for award year 2011–2012; reduced by

''(II) $4,860 or the maximum Federal Pell Grant for which a student was eligible for the preceding award year, as specified in the last enacted appropriation Act applicable to that year, whichever is greater; and

''(III) rounded to the nearest $5.

''(ii) SUBSEQUENT AWARD YEARS.—For award year 2012–2013 and each of the subsequent award years, the amount determined under this subparagraph for purposes of subparagraph (B)(iii) shall be equal to—

''(I) the total maximum Federal Pell Grant for the preceding award year (as determined under clause (iv)(II)), increased by a percentage equal to the annual adjustment percentage for the award year for which the amount under this subparagraph is being determined; reduced by

''(II) $4,860 or the maximum Federal Pell Grant for which a student was eligible for the preceding award year, as specified in the last enacted appropriation Act applicable to that year, whichever is greater; and

''(III) rounded to the nearest $5.

''(iii) LIMITATION ON DECREASES.—Notwithstanding clauses (i) and (ii), if the amount determined under clause (i) or (ii) for an award year is less than the amount determined under this paragraph for the preceding award year, the amount determined under such clause for such award year shall be the amount determined under this paragraph for the preceding award year.

''(iv) DEFINITIONS.—For purposes of this subparagraph—

''(I) the term 'annual adjustment percentage' as it applies to an award year is equal to the sum of—

''(aa) the estimated percentage change in the Consumer Price Index (as determined by the Secretary, using the definition in section 478(f)) for the most recent calendar year ending prior to the beginning of that award year; and

''(bb) one percentage point; and

''(II) the term 'total maximum Federal Pell Grant' as it applies to a preceding award year is equal to the sum of—

''(aa) the maximum Federal Pell Grant for which a student is eligible during an award year, as specified in the last enacted appropriation Act applicable to that preceding award year; and

''(bb) the amount of the increase in the maximum Federal Pell Grant required by this paragraph for that preceding award year.

''(D) PROGRAM REQUIREMENTS AND OPERATIONS OTHERWISE UNAFFECTED.—Except as provided in subparagraphs (B) and (C), nothing in this paragraph shall be construed to alter the requirements and operations of the Federal Pell Grant Program as authorized under this section, or to authorize the imposition of additional requirements or operations for the determination and allocation of Federal Pell Grants under this section.

''(E) AVAILABILITY OF FUNDS.—The amounts made available by subparagraph (A) for any fiscal year shall be available beginning on October 1 of that fiscal year, and shall remain available through September 30 of the succeeding fiscal year.''.

(b) CONFORMING AMENDMENTS.—Title IV (20 U.S.C. 1070 et seq.) is further amended—

(1) in section 401(b)(6), as amended by the Higher Education Opportunity Act (Public Law 110–315), by striking ''the grant level specified in the appropriate Appropriation Act for this subpart for such year'' and inserting ''the Federal Pell Grant amount, determined under paragraph (2)(A), for which a student is eligible during such award year'';

(2) in section 402D(d)(1), by striking ''exceed the maximum appropriated Pell Grant'' and inserting ''exceed the Federal Pell Grant amount, determined under section 401(b)(2)(A), for which a student is eligible'';

(3) in section 435(a)(5)(A)(i)(I), by striking ''one-half the maximum Federal Pell Grant award for which a student would be eligible'' and inserting ''one-half the Federal Pell Grant amount, determined under section 401(b)(2)(A), for which a student would be eligible'';

(4) in section 483(e)(3)(ii), by striking ''based on the maximum Federal Pell Grant award at the time of application'' and inserting ''based on the Federal Pell Grant amount, determined under section 401(b)(2)(A), for which a student is eligible at the time of application'';

(5) in section 485E(b)(1)(A), by striking ''of such students' potential eligibility for a maximum Federal Pell Grant under subpart 1 of part A'' and inserting ''of such students' potential eligibility for the Federal Pell Grant amount, determined under section 401(b)(2)(A), for which the student would be eligible''; and

(6) in section 894(f)(2)(C)(ii)(I), by striking ''the maximum Federal Pell Grant for each award year'' and inserting ''the Federal Pell Grant amount, determined under section 401(b)(2)(A), for which a student may be eligible for each award year''.

(c) EFFECTIVE DATE.—The amendments made by subsections (a) and (b) of this section shall take effect on July 1, 2010.

SEC. 102. COLLEGE ACCESS AND COMPLETION INNOVATION FUND.

(a) HEADER.—Part E of title VII (20 U.S.C. 1141 et seq.) is amended by striking the header of such part and inserting the following:

''PART E—COLLEGE ACCESS AND COMPLETION INNOVATION FUND''.

(b) PURPOSE.—Part E of title VII (20 U.S.C. 1141 et seq.) is further amended by inserting before section 781 the following:

''SEC. 780. PURPOSES.

''The purposes of this part are—

''(1) to promote innovation in postsecondary education practices and policies by institutions of higher education, States, and nonprofit organizations to improve student success, completion, and post-completion employment, particularly for students from groups that are underrepresented in postsecondary education; and

''(2) to assist States in developing longitudinal data systems, common metrics, and reporting systems to enhance the quality and availability of information about student success, completion, and post-completion employment.''.

(c) AUTHORIZATION AND APPROPRIATION.—Section 781(a) (20 U.S.C. 1141(a)) is amended to read as follows:

''(a) AUTHORIZATION AND APPROPRIATION.—

''(1) IN GENERAL.—There are authorized to be appropriated, and there are appropriated, to carry out this part (in addition to any other amounts appropriated to carry out this part and out of any money in the Treasury not otherwise appropriated), $600,000,000 for each of the fiscal years 2010 through 2014.

''(2) ALLOCATIONS.—Of the amount appropriated for any fiscal year under paragraph (1)—

''(A) 25 percent shall be made available to carry out section 781;

''(B) 50 percent shall be made available to carry out section 782;

''(C) 23 percent shall be made available to carry out section 783; and

''(D) 2 percent shall be made available to carry out section 784.''.

(d) STATE GRANTS AND GRANTS TO ELIGIBLE ENTITIES.—Part E of title VII (20 U.S.C. 1141 et seq.) is further amended by adding at the end the following:

''SEC. 782. STATE INNOVATION COMPLETION GRANTS.

''(a) PROGRAM AUTHORIZATION.—From the amount appropriated under section 781(a)(2)(B) to carry out this section, the Secretary shall award grants to States on a competitive basis to promote student persistence in, and completion of, postsecondary education.

''(b) FEDERAL SHARE; NON-FEDERAL SHARE.—

''(1) FEDERAL SHARE.—The amount of the Federal share under this section for a fiscal year shall be equal to ⅔ of the costs of the activities and services described in subsection (d)(1) that are carried out under the grant.

''(2) NON-FEDERAL SHARE.—The amount of the non-Federal share under this section shall be equal to ⅓ of the costs of the activities and services described in subsection (d)(1). The non-Federal share may be in cash or in kind, and may be provided from State resources, contributions from private organizations, or both.

''(3) SUPPLEMENT, NOT SUPPLANT.—The Federal and non-Federal shares required by this paragraph shall be used to supplement, and not supplant, State and private resources that would otherwise be expended to carry out activities and services to promote student persistence in and completion of postsecondary education.

''(c) APPLICATION AND SELECTION.—

''(1) APPLICATION REQUIREMENTS.—For each fiscal year for which a State desires to receive a grant under this section, the State agency with jurisdiction over higher education, or another agency designated by the Governor or chief executive of the State to administer the grant program under this section, shall submit an application to the Secretary at such time, in such

manner, and containing such information as the Secretary may require. Such application shall include—

''(A) a description of the State's capacity to administer the grant under this section;

''(B) a description of the State's plans for using the grant funds for activities described in subsection (d)(1), including plans for how the State will make special efforts to provide benefits to students in the State who are from groups that are underrepresented in postsecondary education;

''(C) a description of how the State will provide for the non-Federal share from State resources, private contributions, or both;

''(D) a description of—

''(i) the administrative system that the State has in place to administer the activities and services described in subsection (d)(1); or

''(ii) the plan to develop such administrative system;

''(E) a description of the data system the State has or will have in place to measure the performance and progress toward the State's goals included in the Access and Completion Plan submitted, or that will be submitted, under paragraph (2)(A); and

''(F) the assurances under paragraph (2).

''(2) STATE ASSURANCES.—The assurances required in paragraph (1)(F) shall include an assurance of each of the following:

''(A) That the State will submit, not later than July 1, 2011, an Access and Completion Plan to increase the State's rate of persistence in and completion of postsecondary education. Such plan shall include—

''(i) the State's annual and long-term quantifiable goals with respect to—

''(I) the rates of postsecondary enrollment, persistence, and completion, disaggregated by income, race, ethnicity, sex, disability, and age of students;

''(II) closing gaps in enrollment, persistence, and completion rates for students from groups that are underrepresented in postsecondary education;

''(III) targeting education and training programs to address labor market needs in the State, as such needs are determined by the State, or the State in coordination with the State public employment service, the State workforce investment board, or industry or sector partnerships in the State; and

''(IV) improving coordination between two-year and four-year institutions of higher education in the State, including supporting comprehensive articulation agreements between such institutions; and

''(ii) the State's plan to develop an interoperable statewide longitudinal data system that—

''(I) can be linked to other data systems, as applicable, including elementary and secondary education and workforce data systems;

''(II) will collect, maintain, disaggregate (by institution, income, race, ethnicity, sex, disability, and age of students), and analyze postsecondary education and workforce information, including—

''(aa) postsecondary education enrollment, persistence, and completion information;

''(bb) post-completion employment outcomes of students who enrolled in postsecondary programs and training programs offered by eligible training providers under the Workforce Investment Act of 1998 (29 U.S.C. 2801 et seq.);

''(cc) postsecondary education and employment outcomes of students who move out of the State; and

''(dd) postsecondary instructional workforce information; and

''(III) makes the information described in subclause (I) available to the general public in a manner that is transparent and user-friendly.

''(B) That the State has a comprehensive planning or policy formulation process with respect to increasing postsecondary enrollment, persistence, and completion that—

''(i) encourages coordination between the State administration of grants under this section and similar State programs;

''(ii) encourages State policies that are designed to improve rates of enrollment and persistence in, and completion of, postsecondary education for all categories of institutions of higher education described in section 132(d) in the State;

''(iii) considers the postsecondary education needs of students from groups that are underrepresented in postsecondary education;

''(iv) considers the resources of public and private institutions of higher education, organizations, and agencies within the State that are capable of providing access to postsecondary education opportunities within the State; and

''(v) provides for direct, equitable, and active participation in the comprehensive planning or policy formulation process or processes, through membership on State planning commissions, State advisory councils, or other State entities established by the State and consistent with State law, by representatives of—

''(I) institutions of higher education, including at least one member from a junior or community college (as defined in section 312(f));

''(II) students;

''(III) other providers of postsecondary education services (including organizations providing access to such services);

''(IV) the general public in the State; and

''(V) postsecondary education faculty members, including at least one faculty member whose primary responsibilities are teaching and scholarship.

''(C) That the State will incorporate policies and practices that, through the activities funded under this section, are determined to be effective in improving rates of postsecondary education enrollment, persistence, and completion into the future postsecondary education policies and practices of the State to ensure that the benefits achieved through the activities funded under this section continue beyond the period of the grant.

''(D) That the State will participate in the evaluation required under section 784.

''(3) SUBGRANTS TO NONPROFIT ORGANIZATIONS.—A State receiving a payment under this section may elect to make a subgrant to one or more nonprofit organizations in the State, including agencies with agreements with the Secretary under subsections (b) and (c) of section 428 on the date of the enactment of the Student Aid and Fiscal Responsibility Act of 2009, or a partnership of such organizations, to carry out activities and services described in subsection (d)(1), if the nonprofit organization or partnership—

''(A) was in existence on the day before the date of the enactment of the Student Aid and Fiscal Responsibility Act of 2009; and

''(B) as of such day, was participating in activities and services related to promoting persistence in, and completion of, postsecondary education, such as the activities and services described in subsection (d)(1).

''(4) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to States that enter into a partnership with one of the following entities to carry out the activities and services described in subsection (d)(1):

''(A) A philanthropic organization, as such term is defined in section 781(i)(1).

''(B) An agency with an agreement with the Secretary under subsections (b) and (c) of section 428 on the date of the enactment of Student Aid and Fiscal Responsibility Act of 2009.

''(d) USES OF FUNDS.—

''(1) AUTHORIZED USES.—A State receiving a grant under this section shall use the grant funds to—

''(A) provide programs in such State that increase persistence in, and completion of, postsecondary education, which may include—

''(i) assisting institutions of higher education in providing financial literacy, education, and counseling to enrolled students;

''(ii) assisting students enrolled in an institution of higher education to reduce the amount of loan debt incurred by such students;

''(iii) providing grants to students described in section 415A(a)(1), in accordance with the terms of that section; and

''(iv) carrying out the activities described in section 415E(a); and

''(B) support the development and implementation of a statewide longitudinal data system, as described in subsection (c)(2)(A)(ii).

''(2) PROHIBITED USES.—Funds made available under this section shall not be used to promote any lender's loans.

''(3) RESTRICTIONS ON USE OF FUNDS.—A State—

''(A) shall use not less than ⅓ of the sum of the Federal and non-Federal share used for paragraph (1)(A) on activities that benefit students enrolled in junior or community colleges (as defined in section 312(f)), two-year public institutions, or two-year programs of instruction at four-year public institutions;

''(B) may use not more than 10 percent of the sum of the Federal and non-Federal share under this section for activities described in paragraph (1)(B); and

''(C) may use not more than 6 percent of the sum of the Federal and non-Federal share under this section for administrative purposes relating to the grant under this section.

''(e) ANNUAL REPORT.—Each State receiving a grant under this section shall submit to the Secretary an annual report on—

''(1) the activities and services described in subsection (d)(1) that are carried out with such grant;

''(2) the effectiveness of such activities and services in increasing postsecondary persistence and completion, as determined by measurable progress in achieving the State's goals for persistence and completion described in the Access and Completion Plan submitted by the State under subsection (c)(2)(A), if such plan has been submitted; and

''(3) any other information or assessments the Secretary may require.

''(f) DEFINITIONS.—In this section:

''(1) INDUSTRY OR SECTOR PARTNERSHIP.—The term 'industry or sector partnership' means a workforce collaborative that organizes key stakeholders in a targeted industry cluster into a working group that focuses on the human capital needs of a targeted industry cluster and that includes, at the appropriate stage of development of the partnership—

''(A) representatives of multiple firms or employers (including workers) in a targeted industry cluster, including small- and medium-sized employers when practicable;

''(B) 1 or more representatives of State labor organizations, central labor coalitions, or other labor organizations;

''(C) 1 or more representatives of local workforce investment boards;

''(D) 1 or more representatives of postsecondary educational institutions or other training providers; and

''(E) 1 or more representatives of State workforce agencies or other entities providing employment services.

''(2) STATE PUBLIC EMPLOYMENT SERVICE.—The term 'State public employment service' has the meaning given such term in section 502(a)(9) of the Student Aid and Fiscal Responsibility Act of 2009.

''(3) STATE WORKFORCE INVESTMENT BOARD; LOCAL WORKFORCE INVESTMENT BOARD.—The terms 'State workforce investment board' and 'local workforce investment board' have the meanings given such terms in section 502(a)(10) of the Student Aid and Fiscal Responsibility Act of 2009.

''SEC. 783. INNOVATION IN COLLEGE ACCESS AND COMPLETION NATIONAL ACTIVITIES.

''(a) PROGRAMS AUTHORIZED.—From the amount appropriated under section 781(a)(2)(C) to carry out this section, the Secretary shall award grants, on a competitive basis, to eligible

entities in accordance with this section to conduct innovative programs that advance knowledge about, and adoption of, policies and practices that increase the number of individuals with postsecondary degrees or certificates.

''(b) ELIGIBLE ENTITIES.—The Secretary is authorized to award grants under subsection (a) to—

''(1) institutions of higher education;

''(2) States;

''(3) nonprofit organizations with demonstrated experience in the operation of programs to increase postsecondary completion;

''(4) philanthropic organizations (as such term is defined in section 781(i)(1));

''(5) entities receiving a grant under chapter 1 of subpart 2 of part A of title IV; and

''(6) consortia of any of the entities described in paragraphs (1) through (5).

''(c) INNOVATION GRANTS.—

''(1) MINIMUM AWARD.—A grant awarded under subsection (a) shall be not less than $1,000,000.

''(2) GRANTS USES.—The Secretary's authority to award grants under subsection (a) includes—

''(A) the authority to award to an eligible entity a grant in an amount equal to all or part of the amount of funds received by such entity from philanthropic organizations (as such term is defined in section 781(i)(1)) to conduct innovative programs that advance knowledge about, and adoption of, policies and practices that increase the number of individuals with postsecondary degrees or certificates; and

''(B) the authority to award an eligible entity a grant to develop 2-year programs that provide supplemental grant or loan benefits to students that—

''(i) are designed to improve student outcomes, including degree completion, graduation without student loan debt, and post-completion employment;

''(ii) are in addition to the student financial aid available under title IV of this Act; and

''(iii) do not result in the reduction of the amount of that aid or any other student financial aid for which a student is otherwise eligible under Federal law.

''(3) APPLICATION.—To be eligible to receive a grant under subsection (a), an eligible entity shall submit an application at such time, in such manner, and containing such information as the Secretary shall require.

''(4) PRIORITIES.—In awarding grants under subsection (a), the Secretary shall give priority to applications that—

''(A) are from an eligible entity with demonstrated experience in serving students from groups that are underrepresented in postsecondary education, including institutions of higher education that are eligible for assistance under title III or V, or are from a consortium that includes an eligible entity with such experience;

''(B) are from an eligible entity that is a public institution of higher education that does not predominantly provide an educational program for which it awards a bachelor's degree (or an equivalent degree), or from a consortium that includes at least one such institution;

''(C) include activities to increase degree or certificate completion in the fields of science, technology, engineering, and mathematics, including preparation for, or entry into, postbaccaluareate study, especially for women and other groups of students who are underrepresented in such fields;

''(D) are from an eligible entity that is a philanthropic organization with the primary purpose of providing scholarships and support services to students from groups that are underrepresented in postsecondary education, or are from a consortium that includes such an organization; or

''(E) are from an eligible entity that encourages partnerships between institutions of higher education with high degree-completion rates and institutions of higher education with low degree-completion rates from the same category of institutions described in section 132(d) to facilitate the sharing of information relating to, and the implementation of, best practices for increasing postsecondary completion.

''(5) TECHNICAL ASSISTANCE.—The Secretary may reserve up to $5,000,000 per year to award grants and contracts to provide technical assistance to eligible entities receiving a grant under subsection (a), including technical assistance on the evaluation conducted in accordance with section 784 and establishing networks of eligible entities receiving grants under such subsection.

''(d) REPORTS.—

''(1) ANNUAL REPORTS BY ENTITIES.—Each eligible entity receiving a grant under subsection (a) shall submit to the Secretary an annual report on—

''(A) the effectiveness of the program carried out with such grant in increasing postsecondary completion, as determined by measurable progress in achieving the goals of the program, as described in the application for such grant; and

''(B) any other information or assessments the Secretary may require.

''(2) ANNUAL REPORT TO CONGRESS.—The Secretary shall submit to the authorizing committees an annual report on grants awarded under subsection (a), including—

''(A) the amount awarded to each eligible entity receiving a grant under such subsection; and

''(B) a description of the activities conducted by each such eligible entity.

''SEC. 784. EVALUATION.

''From the amount appropriated under section 781(a)(2)(D), the Director of the Institute of Education Sciences shall evaluate the programs funded under this part. Not later than January 30, 2016, the Director shall issue a final report on such evaluation to the authorizing committees and the Secretary, and shall make such report available to the public.

''SEC. 785. VETERANS RESOURCE OFFICER GRANTS.

''(a) PROGRAM AUTHORIZED.—The Secretary shall award grants, on a competitive basis, to eligible institutions of higher education to hire a Veterans Resource Officer to increase the college completion rates for veterans enrolled at such institutions.

''(b) DEFINITIONS.—In this section:

''(1) ELIGIBLE INSTITUTION OF HIGHER EDUCATION.—The term 'eligible institution of higher education' means an institution of higher education that has an enrollment of at least 100 full-time equivalent students who are veterans.

''(2) FULL-TIME EQUIVALENT STUDENTS.—The term 'full-time equivalent students' has the meaning given such term in section 312(e).

''(3) VETERAN.—The term 'veteran' has the meaning give such term in section 480(c).

''(c) APPLICATION.—To be eligible to receive a grant under this section, an eligible institution of higher education shall submit an application at such time, in such manner, and containing such information as the Secretary shall require.

''(d) USES OF FUNDS.—

''(1) IN GENERAL.—An eligible institution of higher education receiving a grant under this section shall use such grant to hire 1 or 2 Veterans Resource Officers (in the case of an institution that has an enrollment of at least 200 full-time equivalent students who are veterans) to serve in the office of campus programs, or a similar office, at such institution and carry out the activities described in paragraph (2).

''(2) ACTIVITIES.—A Veterans Resource Officer shall carry out activities at an eligible institution of higher education to help increase the completion rates for veterans enrolled at such institution, which shall include the following activities:

''(A) Serving as a link between student veterans and the staff of the institution.

''(B) Serving as a link between student veterans and local facilities of the Department of Veterans Affairs.

''(C) Organizing and advising student veterans organization.

''(D) Organizing veterans oriented group functions and events.

''(E) Maintaining newsletters and listserves to distribute news and information to all student veterans.

''(F) Organizing new student veterans campus orientation.

''(G) Ensuring that the Department of Veterans Affairs certifying official at such institution is properly trained.

''(3) PRIORITY.—To the extent practicable, each institution described in paragraph (1) shall give priority to hiring a veteran to serve as a Veterans Resource Officer.

''(e) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal year 2010 and each succeeding fiscal year.''.

SEC. 103. INVESTMENT IN HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND OTHER MINORITY-SERVING INSTITUTIONS.

Section 371 (20 U.S.C. 1067q) is amended—

(1) in subsection (a)—

(A) in paragraph (2), by striking ''section 502'' and inserting ''section 502(a)'';

(B) in paragraph (3), by striking ''section 316'' and inserting ''section 316(b)'';

(C) in paragraph (5), by striking ''in subsection (c)'' and inserting ''in section 318(b)'';

(D) in paragraph (6), by striking ''in subsection (c)'' and inserting ''in section 320(b)''; and

(E) in paragraph (7), by striking ''in subsection (c)'' and inserting ''in section 319(b)'';

(2) in subsection (b)—

(A) in paragraph (1)(A), by striking ''$255,000,000'' and all that follows and inserting ''$255,000,000 for each of the fiscal years 2008 through 2019.''; and

(B) by amending paragraph (2)(B) to read as follows:

''(B) STEM AND ARTICULATION PROGRAMS.—From the amount made available for allocation under this subparagraph by subparagraph (A)(i) for any fiscal year—

''(i) 90 percent shall be available for Hispanic-serving institutions for activities described in sections 503 and 513, with a priority given to applications that propose—

''(I) to increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics; and

''(II) to develop model transfer and articulation agreements between 2-year Hispanic-serving institutions and 4-year institutions in such fields; and

''(ii) 10 percent shall be available for grants under section 355.'';

(C) in paragraph (2)(C)(ii), by striking ''and shall be available for a competitive'' and all that follows and inserting ''and shall be made available as grants under section 318 and allotted among such institutions under section 318(e), treating such amount, plus the amount appropriated for such fiscal year in a regular or supplemental appropriation Act to carry out section 318, as the amount appropriated to carry out section 318 for purposes of allotments under section 318(e)''; and

(D) in paragraph (2)(D)—

(i) in clause (iii), by striking ''for activities described in section 311(c)'' and inserting ''and shall be made available as grants under section 320, treating such $5,000,000 as part of the amount appropriated for such fiscal year in a regular or supplemental appropriation Act to carry out such section and using such $5,000,000 for purposes described in subsection (c) of such section''; and

(ii) in clause (iv), by striking ''described in subsection (a)(7)—'' and all that follows and inserting ''and shall be made available as grants under section 319, treating such $5,000,000 as

part of the amount appropriated for such fiscal year in a regular or supplemental appropriation Act to carry out such section and using such $5,000,000 for purposes described in subsection (c) of such section''; and

(3) by striking subsection (c).

SEC. 104. INVESTMENT IN COOPERATIVE EDUCATION.

There are authorized to be appropriated, and there are appropriated, to carry out part N of title VIII of the Higher Education Act of 1965 (20 U.S.C. 1161n) (in addition to any other amounts appropriated to carry out such part and out of any money in the Treasury not otherwise appropriated), $10,000,000 for fiscal year 2010.

SEC. 105. LOAN FORGIVENESS FOR SERVICEMEMBERS ACTIVATED FOR DUTY.

(a) IN GENERAL.—Section 484B(b)(2) (20 U.S.C. 1091b(b)(2)) is amended by adding at the end the following:

''(F) TUITION RELIEF FOR STUDENTS CALLED TO MILITARY SERVICE.—

''(i) WAIVER OF REPAYMENT BY STUDENTS CALLED TO MILITARY SERVICE.—In addition to the waivers authorized by subparagraphs (D) and (E), the Secretary shall waive the amounts that students are required to return under this section if the withdrawals on which the returns are based are withdrawals necessitated by reason of service in the uniformed services.

''(ii) LOAN FORGIVENESS AUTHORIZED.—Whenever a student's withdrawal from an institution of higher education is necessitated by reason of service in the uniformed services, the Secretary shall, with respect to the payment period or period of enrollment for which such student did not receive academic credit as a result of such withdrawal, carry out a program—

''(I) through the holder of the loan, to assume the obligation to repay—

''(aa) the outstanding principal and accrued interest on any loan assistance awarded to the student under part B (including to a parent on behalf of the student under section 428B) for such payment period or period of enrollment; minus

''(bb) any amount of such loan assistance returned by the institution in accordance with paragraph (1) of this subsection for such payment period or period of enrollment; and

''(II) to cancel—

''(aa) the outstanding principal and accrued interest on the loan assistance awarded to the student under part D or E (including a Federal Direct PLUS loan awarded to a parent on behalf of the student) for such payment period or period of enrollment; minus

''(bb) any amount of such loan assistance returned by the institution in accordance with paragraph (1) of this subsection for such payment period or period of enrollment.

''(iii) REIMBURSEMENT FOR CANCELLATION OF PERKINS LOANS.—The Secretary shall pay to each institution for each fiscal year an amount equal to the aggregate of the amounts of Federal Perkins loans in such institutions's student loan fund which are cancelled pursuant to clause (iii)(II) for such fiscal year, minus an amount equal to the aggregate of the amounts of any such loans so canceled which were made from Federal capital contributions to its student loan fund provided by the Secretary under section 468. None of the funds appropriated pursuant to section 461(b) shall be available for payments pursuant to this paragraph. To the extent feasible, the Secretary shall pay the amounts for which any institution qualifies under this paragraph not later than 3 months after the institution files an institutional application for campus-based funds.

''(iv) LOAN ELIGIBILITY AND LIMITS FOR STUDENTS.—Any amounts that are returned by an institution in accordance with paragraph (1), or forgiven or waived by the Secretary under this subparagraph, with respect to a payment period or period of enrollment for which a student did not receive academic credit as a result of withdrawal necessitated by reason of service in the uniformed services, shall not be included in the calculation of the student's annual or aggregate loan limits for assistance under this title, or otherwise affect the student's eligibility for grants or loans under this title.

''(v) DEFINITION.—In this subparagraph, the term 'service in the uniformed services' has the meaning given such term in section 484C(a).''.

(b) EFFECTIVE DATE.—

(1) IN GENERAL.—The amendments made by this section shall take effect for periods of service in the uniformed services beginning after the date of the enactment of this Act.

(2) DEFINITION.—In this paragraph, the term ''period of service in the uniformed services'' means the period beginning 30 days prior to the date a student is required to report to service in the uniformed services (as defined in section 484C(a) of the Higher Education Act of 1965 (20 U.S.C. 1091c(a)) and ending when such student returns from such service.

SEC. 106. VETERANS EDUCATIONAL EQUITY SUPPLEMENTAL GRANT PROGRAM.

(a) VETERANS EDUCATIONAL EQUITY SUPPLEMENTAL GRANT PROGRAM.—Subpart 1 of part A of title IV (20 U.S.C. 1070a et seq.) is amended by adding at the end the following:

''SEC. 401B. VETERANS EDUCATIONAL EQUITY SUPPLEMENTAL GRANT PROGRAM.

''(a) VETERANS EDUCATIONAL EQUITY SUPPLEMENTAL GRANTS AUTHORIZED.—The Secretary shall award a grant to each eligible student, in an amount determined in accordance with subsection (c), to assist such student with paying the cost of tuition incurred by the student for a program of education at an institution of higher education.

''(b) DEFINITIONS.—In this section—

''(1) ELIGIBLE STUDENT.—The term 'eligible student' means a student who—

''(A) is a covered individual, as such term is defined in section 3311(b) of title 38, United States Code;

''(B) is enrolled at an institution of higher education that—

''(i) is not a public institution of higher education; and

''(ii) is located in a State with a zero, or very low, maximum tuition charge per credit hour compared to the maximum tuition charge per credit hour in all other States, as determined by the Secretary of Veterans Affairs (based on the determinations of maximum tuition charged per credit hour in each State for the purposes of chapter 33 of title 38, United States Code); and

''(C) is eligible for educational assistance for an academic year, and will receive an amount of such assistance for such year for fees charged the individual that is less than the maximum amount of such assistance available for fees charged for such year in such State.

''(2) EDUCATIONAL ASSISTANCE.—The term 'educational assistance' means the amount of educational assistance from the Secretary of Veterans Affairs an eligible student receives or will receive under section 3313(c)(1)(A) of title 38, United States Code, or a similar amount of such assistance under paragraphs (2) through (7) of such section 3313(c).

''(c) GRANT AMOUNT.—A grant to an eligible student under this section be equal to an amount that is—

''(1) the maximum amount of educational assistance for fees charged that the eligible student would receive, in accordance with section 3313(c) of title 38, United States Code, if such student attended the public institution of higher education in the State in which the eligible student is enrolled that has the highest fees charged to an individual for a year in such State (as determined by the Secretary of Veterans Affairs for the purposes of chapter 33 of such title 38), less

''(2) the educational assistance the eligible student will receive, in accordance with such section, for fees charged to the student for such year at the institution of higher education at which the student is enrolled.

''(d) USES OF FUNDS.—An eligible student who receives a grant under this section shall use such grant to pay tuition incurred by the student for a program of education at an institution of higher education.

''(e) NOTIFICATION.—The Secretary, in coordination with Secretary of Veterans Affairs, shall establish a system of notification to ensure the timely delivery to each eligible student of—

''(1) educational assistance received by the student; and

''(2) grants awarded to the student under this section.

''(f) AUTHORIZATION AND APPROPRIATION.—There are authorized to be appropriated, and there are appropriated, such sums as may be necessary to carry out this section (in addition to any other amounts appropriated to carry out this section and out of any money in the Treasury not otherwise appropriated).''.

(b) CONFORMING AMENDMENT.—The header for subpart 1 of part A of title IV (20 U.S.C. 1070a et seq.) is amended by inserting ***''; Veterans Educational Equity Supplemental Grants''*** *after* ***''Pell Grants''****.*

Subtitle B—Student Financial Aid Form Simplification

SEC. 121. GENERAL EFFECTIVE DATE.

Except as otherwise provided in this subtitle, amendments made by this subtitle shall be effective with respect to determinations of need for assistance under title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.) for award years beginning on or after July 1, 2011.

SEC. 122. TREATMENT OF ASSETS IN NEED ANALYSIS.

(a) AMOUNT OF NEED.—Section 471 (20 U.S.C. 1087kk) is amended—

(1) by striking ''Except'' and inserting the following:

''(a) IN GENERAL.—Except'';

(2) by inserting ''and subject to subsection (b)'' after ''therein''; and

(3) by adding at the end the following:

''(b) ASSET CAP FOR NEED-BASED AID.—Notwithstanding any other provision of this title, a student shall not be eligible to receive a Federal Pell Grant, a Federal Direct Stafford Loan, or work assistance under this title if—

''(1) in the case of a dependent student, the combined net assets of the student and the student's parents are equal to an amount greater than $150,000 (or a successor amount prescribed by the Secretary under section 478(c)); or

''(2) in the case of an independent student, the net assets of the student (and the student's spouse, if applicable) are equal to an amount greater than $150,000 (or a successor amount prescribed by the Secretary under section 478(c)).''.

(b) DATA ELEMENTS.—Section 474(b) (20 U.S.C. 1087nn(b)) is amended—

(1) by striking paragraph (4); and

(2) by redesignating paragraphs (5), (6), and (7) as paragraphs (4), (5), and (6), respectively.

(c) DEPENDENT STUDENTS.—Section 475 (20 U.S.C. 1087oo) is amended—

(1) in subsection (a)—

(A) in paragraph (1)—

(i) by striking ''adjusted''; and

(ii) by inserting ''and'' after the semicolon;

(B) in paragraph (2), by striking ''; and'' and inserting a period; and

(C) by striking paragraph (3);

(2) in subsection (b)—

(A) in the header, by striking ''ADJUSTED'';

(B) in the matter preceding paragraph (1), by striking ''adjusted'';

(C) by striking paragraph (1);

(D) by redesignating paragraphs (2) and (3) as paragraphs (1) and (2), respectively;

(E) in paragraph (1) (as redesignated by subparagraph (D) of this paragraph), by striking ''adjusted''; and

(F) in paragraph (2) (as redesignated by subparagraph (D) of this paragraph), by striking ''paragraph (2)'' and inserting ''paragraph (1)'';

(3) by repealing subsection (d);

(4) in subsection (e)—

(A) by striking ''The adjusted available'' and inserting ''The available'';

(B) by striking ''to as 'AAI')'' and inserting ''to as 'AI')'';

(C) by striking ''From Adjusted Available Income (AAI)'' and inserting ''From Available Income (AI)''; and

(D) in the table—

(i) by striking ''If AAI'' and inserting ''If AI''; and

(ii) by striking ''of AAI'' each place it appears and inserting ''of AI'';

(5) in subsection (f)—

(A) by striking ''and assets'' each place it appears;

(B) in paragraph (2)(B), by striking ''or assets''; and

(C) in paragraph (3)—

(i) by striking ''are taken into'' and inserting ''is taken into''; and

(ii) by striking ''adjusted'';

(6) in subsection (g)(6), by striking ''exceeds the sum of'' and all that follows and inserting ''exceeds the parents' total income (as defined in section 480)'';

(7) by repealing subsection (h); and

(8) in subsection (i), by striking ''adjusted'' each place it appears.

(d) FAMILY CONTRIBUTION FOR INDEPENDENT STUDENTS WITHOUT DEPENDENTS OTHER THAN A SPOUSE.—Section 476 (20 U.S.C. 1087pp) is amended—

(1) in subsection (a)—

(A) by striking paragraph (1);

(B) by redesignating paragraphs (2) and (3) as paragraphs (1) and (2), respectively;

(C) in paragraph (1) (as redesignated by subparagraph (B)), by striking ''the sum resulting under paragraph (1)'' and inserting ''the family's contribution from available income (determined in accordance with subsection (b))''; and

(D) in paragraph (2)(A) (as redesignated by subparagraph (B)), by striking ''paragraph (2)'' and inserting ''paragraph (1)'';

(2) by repealing subsection (c); and

(3) in subsection (d)—

(A) by striking ''and assets''; and

(B) by striking ''or assets''.

(e) FAMILY CONTRIBUTION FOR INDEPENDENT STUDENTS WITH DEPENDENTS OTHER THAN A SPOUSE.—Section 477 (20 U.S.C. 1087qq) is amended—

(1) in subsection (a)—

(A) by striking paragraph (1);

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

(C) in paragraph (1) (as redesignated by subparagraph (B)), by striking ''such adjusted available income'' and inserting ''the family's available income (determined in accordance with subsection (b))'';

(D) in paragraph (2) (as redesignated by subparagraph (B)), by striking ''paragraph (2)'' and inserting ''paragraph (1)''; and

(E) in paragraph (3)(A) (as redesignated by subparagraph (B)), by striking ''paragraph (3)'' and inserting ''paragraph (2)'';

(2) by repealing subsection (c); and

(3) in subsection (d)—

(A) by striking ''The adjusted available'' and inserting ''The available'';

(B) by striking ''to as 'AAI')'' and inserting ''to as 'AI')'';

(C) by striking ''From Adjusted Available Income (AAI)'' and inserting ''From Available Income (AI)''; and

(D) in the table—

(i) by striking ''If AAI'' and inserting ''If AI''; and

(ii) by striking ''of AAI'' each place it appears and inserting ''of AI''; and

(E) in subsection (e)—

(i) by striking ''and assets''; and

(ii) by striking ''or assets''.

(f) REGULATIONS; UPDATED TABLES.—Section 478 (20 U.S.C. 1087rr) is amended—

(1) in subsection (a), by inserting ''or amounts, as the case may be,'' after ''tables'' each place the term appears;

(2) by amending subsection (c) to read as follows:

''(c) ASSET CAP FOR NEED-BASED AID.—For each award year after award year 2011–2012, the Secretary shall publish in the Federal Register a revised net asset cap for the purposes of section 471(b). Such revised cap shall be determined by increasing the dollar amount in such section by a percentage equal to the estimated percentage change in the Consumer Price Index (as determined by the Secretary) between December 2010 and the December preceding the beginning of such award year, and rounding the result to the nearest $5.'';

(3) by repealing subsection (d); and

(4) in subsection (e), by striking ''adjusted'' both places it appears.

SEC. 123. CHANGES TO TOTAL INCOME; AID ELIGIBILITY.

(a) DEFINITION OF UNTAXED INCOME AND BENEFITS.—Section 480(b)(1) (20 U.S.C. 1087vv(b)(1)), as amended by the Higher Education Opportunity Act (Public Law 110–315), is amended—

(1) by striking subparagraphs (A), (B), (C), (E), (F), and (I);

(2) by redesignating subparagraphs (D), (G), and (H) as subparagraphs (A), (B), and (C), respectively;

(3) in subparagraph (B) (as redesignated by paragraph (2)), by inserting ''and'' after the semicolon; and

(4) in subparagraph (C) (as redesignated by paragraph (2)), by striking ''; and'' and inserting a period.

(b) DEFINITION OF ASSETS.—Section 480(f)(2) (20 U.S.C. 1087vv(f)(2)) is amended—

(1) by striking ''or'' at the end of subparagraph (B);

(2) by striking the period at the end of subparagraph (C) and inserting ''; or''; and

(3) by adding at the end the following:

''(D) an employee pension benefit plan (as defined in section 3(2) of the Employee Retirement Income Security Act of 1974 (29 U.S.C. 1002(2))).''.

(c) FINANCIAL ADMINISTRATOR DISCRETION.—Section 479A(b) (20 U.S.C. 1087tt) is amended in the subsection heading, by striking ''TO ASSETS''.

(d) SUSPENSION OF ELIGIBILITY FOR DRUG-RELATED OFFENSES.—Section 484(r)(1) (20 U.S.C. 1091(r)(1)) is amended to read as follows:

''(1) IN GENERAL.—A student who is convicted of any offense under any Federal or State law involving the sale of a controlled substance for conduct that occurred during a period of enrollment for which the student was receiving any grant, loan, or work assistance under this title shall not be eligible to receive any grant, loan, or work assistance under this title from the date of that conviction for the period of time specified in the following subparagraphs:

''(A) For a first offense, the period of ineligibility shall be 2 years.

''(B) For a second offense, the period of ineligibility shall be indefinite.''.

TITLE II—STUDENT LOAN REFORM

Subtitle A—Stafford Loan Reform

SEC. 201. FEDERAL FAMILY EDUCATION LOAN APPROPRIATIONS.

Section 421 (20 U.S.C. 1071) is amended—

(1) in subsection (b), in the matter following paragraph (6), by inserting '', except that no sums may be expended after June 30, 2010, with respect to loans under this part for which the first disbursement would be made after such date'' after ''expended''; and

(2) by adding at the end the following new subsection:

''(d) TERMINATION OF AUTHORITY TO MAKE OR INSURE NEW LOANS.—Notwithstanding paragraphs (1) through (6) of subsection (b) or any other provision of law—

''(1) no new loans (including consolidation loans) may be made or insured under this part after June 30, 2010; and

''(2) no funds are authorized to be appropriated, or may be expended, under this Act or any other Act to make or insure loans under this part (including consolidation loans) for which the first disbursement would be made after June 30, 2010,

except as expressly authorized by an Act of Congress enacted after the date of enactment of Student Aid and Fiscal Responsibility Act of 2009.''.

SEC. 202. SCOPE AND DURATION OF FEDERAL LOAN INSURANCE PROGRAM.

Section 424(a) (20 U.S.C. 1074(a)) is amended by striking ''September 30, 1976,'' and all that follows and inserting ''September 30, 1976, for each of the succeeding fiscal years ending prior to October 1, 2009, and for the period from October 1, 2009, to June 30, 2010, for loans first disbursed on or before June 30, 2010.''.

SEC. 203. APPLICABLE INTEREST RATES.

Section 427A(l) (20 U.S.C. 1077a(l)) is amended—

(1) in paragraph (1), by inserting ''and before July 1, 2010,'' after ''July 1, 2006,'';

(2) in paragraph (2), by inserting ''and before July 1, 2010,'' after ''July 1, 2006,'';

(3) in paragraph (3), by inserting ''and that was disbursed before July 1, 2010,'' after ''July 1, 2006,''; and

(4) in paragraph (4)—

(A) in the matter preceding subparagraph (A), by striking ''July 1, 2012'' and inserting ''July 1, 2010''; and

(B) by repealing subparagraphs (D) and (E).

SEC. 204. FEDERAL PAYMENTS TO REDUCE STUDENT INTEREST COSTS.

(a) HIGHER EDUCATION ACT OF 1965.—Section 428 (20 U.S.C. 1078) is amended—

(1) in subsection (a)—

(A) in paragraph (1), in the matter preceding subparagraph (A), by inserting ''for which the first disbursement is made before July 1, 2010, and'' after ''eligible institution''; and

(B) in paragraph (5), by striking ''September 30, 2014,'' and all that follows through the period and inserting ''June 30, 2010.'';

(2) in subsection (b)(1)—

(A) in subparagraph (G)(ii), by inserting ''and before July 1, 2010,'' after ''July 1, 2006,''; and

(B) in subparagraph (H)(ii), by inserting ''and that are first disbursed before July 1, 2010,'' after ''July 1, 2006,'';

(3) in subsection (f)(1)(A)(ii)—

(A) by striking ''during fiscal years beginning''; and

(B) by inserting ''and first disbursed before July 1, 2010,'' after ''October 1, 2003,''; and

(4) in subsection (j)(1), by inserting '', before July 1, 2010,'' after ''section 435(d)(1)(D) of this Act shall''.

(b) COLLEGE COST REDUCTION AND ACCESS ACT.—Section 303 of the College Cost Reduction and Access Act (Public Law 110–84) is repealed.

SEC. 205. FEDERAL PLUS LOANS.

Section 428B(a)(1) (20 U.S.C. 1078–2(a)(1)) is amended by striking ''A graduate'' and inserting ''Prior to July 1, 2010, a graduate''.

SEC. 206. FEDERAL CONSOLIDATION LOAN.

(a) AMENDMENTS.—Section 428C (20 U.S.C. 1078–3) is amended—

(1) in subsection (a)—

(A) by amending paragraph (3)(B)(i)(V) to read as follows:

''(V) an individual who has a consolidation loan under this section and does not have a consolidation loan under section 455(g) may obtain a subsequent consolidation loan under section 455(g).''; and

(B) in paragraph (4)(A), by inserting '', and first disbursed before July 1, 2010'' after ''under this part'';

(2) in subsection (b)—

(A) in paragraph (1)(E), by inserting before the semicolon '', and before July 1, 2010''; and

(B) in paragraph (5), by striking ''In the event that'' and inserting ''If, before July 1, 2010,'';

(3) in subsection (c)(1)—

(A) in subparagraph (A)(ii), by inserting ''and that is disbursed before July 1, 2010,'' after ''2006,''; and

(B) in subparagraph (C), by inserting ''and first disbursed before July 1, 2010,'' after ''1994,''; and

(4) in subsection (e), by striking ''September 30, 2014.'' and inserting ''June 30, 2010. No loan may be made under this section for which the first disbursement would be on or after July 1, 2010.''.

(b) EFFECTIVE DATE.—The amendments made by subsection (a)(1)(A) shall be effective at the close of June 30, 2010.

SEC. 207. UNSUBSIDIZED STAFFORD LOANS FOR MIDDLE-INCOME BORROWERS.

Section 428H (20 U.S.C. 1078–8) is amended—

(1) in subsection (a), by inserting ''that are first disbursed before July 1, 2010,'' after ''under this part'';

(2) in subsection (b)—

(A) by striking ''Any student'' and inserting ''Prior to July 1, 2010, any student''; and

(B) by inserting ''for which the first disbursement is made before such date'' after ''unsubsidized Federal Stafford Loan''; and

(3) in subsection (h), by inserting ''and that are first disbursed before July 1, 2010,'' after ''July 1, 2006,''.

SEC. 208. LOAN REPAYMENT FOR CIVIL LEGAL ASSISTANCE ATTORNEYS.

Section 428L(b)(2)(A) (20 U.S.C. 1078–12(b)(2)(A)) is amended—

(1) by amending clause (i) to read as follows:

''(i) subject to clause (ii)—

''(I) a loan made, insured, or guaranteed under this part, and that is first disbursed before July 1, 2010; or

''(II) a loan made under part D or part E; and''; and

(2) in clause (ii)—

(A) by striking ''428C or 455(g)'' and inserting ''428C, that is disbursed before July 1, 2010, or section 455(g)''; and

(B) in subclause (II), by inserting ''for which the first disbursement is made before July 1, 2010,'' after ''or 428H''.

SEC. 209. SPECIAL ALLOWANCES.

Section 438 (20 U.S.C. 1087–1) is amended—

(1) in subsection (b)(2)(I)—

(A) in the header, by inserting '', AND BEFORE JULY 1, 2010'' after ''2000'';

(B) in clause (i), by inserting ''and before July 1, 2010,'' after ''2000,'';

(C) in clause (ii)(II), by inserting ''and before July 1, 2010,'' after ''2006,'';

(D) in clause (iii), by inserting ''and before July 1, 2010,'' after ''2000,'';

(E) in clause (iv), by inserting ''and that is disbursed before July 1, 2010,'' after ''2000,'';

(F) in clause (v)(I), by inserting ''and before July 1, 2010,'' after ''2006,''; and

(G) in clause (vi)—

(i) in the header, by inserting '', AND BEFORE JULY 1, 2010'' after ''2007''; and

(ii) in the matter preceding subclause (I), by inserting ''and before July 1, 2010,'' after ''2007,'';

(2) in subsection (c)—

(A) in paragraph (2)(B)—

(i) in clause (iii), by inserting ''and'' after the semicolon;

(ii) in clause (iv), by striking ''; and'' and inserting a period; and

(iii) by striking clause (v); and

(B) in paragraph (6), by inserting ''and first disbursed before July 1, 2010,'' after ''1992,''; and

(3) in subsection (d)(2)(B), by inserting '', and before July 1, 2010'' after ''2007''.

SEC. 210. REVISED SPECIAL ALLOWANCE CALCULATION.

(a) REVISED CALCULATION RULE.—Section 438(b)(2)(I) of the Higher Education Act of 1965 (20 U.S.C. 1087–1(b)(2)(I)) is amended by adding at the end the following new clause:

''(vii) REVISED CALCULATION RULE TO REFLECT FINANCIAL MARKET CONDITIONS.—

''(I) CALCULATION BASED ON LIBOR.—For the calendar quarter beginning on October 1, 2009, and each subsequent calendar quarter, in computing the special allowance paid pursuant to this subsection with respect to loans described in subclause (II), clause (i)(I) of this subparagraph shall be applied by substituting 'of the 1-month London Inter Bank Offered Rate (LIBOR) for United States dollars in effect for each of the days in such quarter as compiled and released by the British Bankers Association' for 'of the quotes of the 3-month commercial paper (financial) rates in effect for each of the days in such quarter as reported by the Federal Reserve in Publication H–15 (or its successor) for such 3-month period'.

''(II) LOANS ELIGIBLE FOR LIBOR-BASED CALCULATION.—The special allowance paid pursuant to this subsection shall be calculated as described in subclause (I) with respect to special allowance payments for the 3-month period ending December 31, 2009, and each succeeding 3-month period, on loans for which the first disbursement is made—

''(aa) on or after the date of enactment of the Student Aid and Fiscal Responsibility Act of 2009, and before July 1, 2010; and

''(bb) on or after January 1, 2000, and before the date of enactment of the Student Aid and Fiscal Responsibility Act of 2009, if, not later than the last day of the second full fiscal quarter after the date of enactment of such Act, the holder of the loan affirmatively and permanently waives all contractual, statutory or other legal rights to a special allowance paid pursuant to this subsection that is calculated using the formula in effect at the time the loans were first disbursed.

''(III) TERMS OF WAIVER.—A waiver pursuant to subclause (II)(bb) shall—

''(aa) be applicable to all loans described in such subclause that are held under any lender identification number associated with the holder (pursuant to section 487B); and

''(bb) apply with respect to all future calculations of the special allowance on loans described in such subclause that are held on the date of such waiver or that are acquired by the holder after such date.

''(IV) PARTICIPANT'S YIELD.—For the calendar quarter beginning on October 1, 2009, and each subsequent calendar quarter, the Secretary's participant yield in any loan for which the first disbursement is made on or after January 1, 2000, and before October 1, 2009, and that is held by a lender that has sold any participation interest in such loan to the Secretary shall be determined by using the LIBOR-based rate described in subclause (I) as the substitute rate (for the commercial paper rate) referred to in the participation agreement between the Secretary and such lender.'';

(b) CONFORMING AMENDMENT.—Section 438(b)(2)(I) (20 U.S.C. 1087–1(b)(2)(I)) is further amended—

(1) in clause (i)(II), by striking ''such average bond equivalent rate'' and inserting ''the rate determined under subclause (I)''; and

(2) in clause (v)(III) by striking ''(iv), and (vi)'' and inserting ''(iv), (vi), and (vii)''.

SEC. 211. ORIGINATION OF DIRECT LOANS AT INSTITUTIONS LOCATED OUTSIDE THE UNITED STATES.

(a) LOANS FOR STUDENTS ATTENDING INSTITUTIONS LOCATED OUTSIDE THE UNITED STATES.—Section 452 (20 U.S.C. 1087b) is amended by adding at the end the following:

''(d) INSTITUTIONS LOCATED OUTSIDE THE UNITED STATES.—Loan funds for students (and parents of students) attending institutions located outside the United States shall be disbursed through a financial institution located in the United States and designated by the Secretary to serve as the agent of such institutions with respect to the receipt of the disbursements of such loan funds and the transfer of such funds to such institutions. To be eligible to receive funds under this part, an otherwise eligible institution located outside the United States shall make arrangements, subject to regulations by the Secretary, with the agent designated by the Secretary under this subsection to receive funds under this part.''.

(b) CONFORMING AMENDMENTS.—

(1) AMENDMENTS.—Section 102 (20 U.S.C. 1002), as amended by section 102 of the Higher Education Opportunity Act (Public Law 110–315) and section 101 of Public Law 111–39, is amended—

(A) by striking ''part B'' each place it appears and inserting ''part D'';

(B) in subsection (a)(1)(C), by inserting '', consistent with the requirements of section 452(d)'' before the period at the end; and

(C) in subsection (a)(2)(A)—

(i) in the matter preceding clause (i), by striking ''made, insured, or guaranteed'' and inserting ''made''; and

(ii) in clause (iii)—

(I) in subclause (III), by striking ''only Federal Stafford'' and all that follows through ''section 428B'' and inserting ''only Federal Direct Stafford Loans under section 455(a)(2)(A), Federal Direct Unsubsidized Stafford Loans under section 455(a)(2)(D), or Federal Direct PLUS Loans under section 455(a)(2)(B)''; and

(II) in subclause (V), by striking ''a Federal Stafford'' and all that follows through ''section 428B'' and inserting ''a Federal Direct Stafford Loan under section 455(a)(2)(A), a Federal Direct Unsubsidized Stafford Loan under section 455(a)(2)(D), or a Federal Direct PLUS Loan under section 455(a)(2)(B)''.

(2) EFFECTIVE DATE.—The amendments made by subparagraph (C) of paragraph (1) shall be effective on July 1, 2010, as if enacted as part of section 102(a)(1) of the Higher Education Opportunity Act (Public Law 110–315).

SEC. 212. AGREEMENTS WITH INSTITUTIONS.

Section 454 (20 U.S.C. 1087d) is amended—

(1) in subsection (a), by striking paragraph (4) and redesignating the succeeding paragraphs accordingly; and

(2) in subsection (b)(2), by striking ''(5), (6), and (7)'' and inserting ''(5), and (6)''.

SEC. 213. TERMS AND CONDITIONS OF LOANS.

(a) AMENDMENTS.—Section 455 (20 U.S.C. 1087e) is amended—

(1) in subsection (a)(1), by inserting '', and first disbursed on June 30, 2010,'' before ''under sections 428''; and

(2) in subsection (g)—

(A) by inserting '', including any loan made under part B and first disbursed before July 1, 2010'' after ''section 428C(a)(4)''; and

(B) by striking the third sentence.

(b) EFFECTIVE DATE.—The amendment made by subsection (a)(1) shall apply with respect to loans first disbursed under part D of title IV of the Higher Education Act of 1965 (20 U.S.C. 1087a et seq.) on or after July 1, 2010.

SEC. 214. CONTRACTS.

Section 456 (20 U.S.C. 1087f) is amended—

(1) in subsection (a)—

(A) in paragraph (1)—

(i) in the header, by striking ''IN GENERAL'' and inserting ''AWARDING OF CONTRACTS'';

(ii) by striking ''The Secretary'' and inserting the following:

''(A) IN GENERAL.—The Secretary''; and

(iii) by adding at the end the following:

''(B) AWARDING CONTRACTS FOR SERVICING LOANS.—The Secretary shall, if practicable, award multiple contracts, through a competitive bidding process, to entities, including eligible not-for-profit servicers, to service loans originated under this part. The competitive bidding process shall take into account price, servicing capacity, and capability, and may take into account the capacity and capability to provide default aversion activities and outreach services.

''(C) JOB RETENTION INCENTIVE PAYMENT.—(i) In a contract with an entity under subparagraph (B) for the servicing of loans, the Secretary shall provide a job retention incentive payment, in an amount and manner determined by the Secretary, if such entity agrees to give priority for hiring for positions created as a result of such a contract to those geographical locations at which the entity performed student loan origination or servicing activities under the Federal Family Education Loan Program as of the date of enactment of the Student Aid and Fiscal Responsibility Act of 2009.

''(ii) In determining the allocation of loans to be serviced by an entity awarded such a contract, the Secretary shall consider the retention of highly qualified employees of such entity a positive factor in determining such allocation.'';

(B) in paragraph (2)—

(i) in the first sentence, by inserting '', including eligible not-for-profit servicers,'' after ''The entities'';

(ii) by amending the third sentence to read as follows: ''The entities with which the Secretary may enter into such contracts shall include, where practicable, agencies with agreements with the Secretary under sections 428(b) and (c) on the date of the enactment of the Student Aid and Fiscal Responsibility Act of 2009, and eligible not-for-profit servicers, if such agencies or servicers meet the qualifications as determined by the Secretary under this subsection and if those agencies or servicers have such experience and demonstrated effectiveness.''; and

(iii) by striking the last sentence and inserting the following: ''In awarding contracts to such State agencies, and such eligible not-for-profit servicers, the Secretary shall, to the extent practicable and consistent with the purposes of this part, give special consideration to State agencies and such servicers with a history of high quality performance and demonstrated integrity in conducting operations with institutions of higher education and the Secretary.'';

(C) by redesignating paragraph (3) as paragraph (4), and by inserting in such paragraph '', or of any eligible not-for-profit servicer to enter into an agreement for the purposes of this section as a member of a consortium of such entities'' before the period at the end; and

(D) by inserting after paragraph (2) the following new paragraph:

''(3) SERVICING BY ELIGIBLE NOT-FOR-PROFIT SERVICERS.—

''(A) IN GENERAL.—Notwithstanding any other provision of this section, in each State where one or more eligible not-for-profit servicer has its principal place of business, the Secretary shall contract with each such servicer to service loans originated under this part on behalf of borrowers attending institutions located within such State, provided that the servicer demonstrates that it meets the standards for servicing Federal assets and providing quality service and agrees to service the loans at a competitive market rate, as determined by the Secretary. In determining such a competitive market rate, the Secretary may take into account the volume of loans serviced by the servicer. Contracts awarded under this paragraph shall be subject to the same requirements for quality, performance, and accountability as contracts awarded under paragraph (2) for similar activities.

''(B) ALLOCATIONS.—(i) ONE SERVICER.—In the case of a State with only one eligible not-for-profit servicer with a contract described in subparagraph (A), the Secretary shall, at a minimum, allocate to such servicer, on an annual basis and subject to such contract, the servicing rights for the lesser of—

''(I) the loans of 100,000 borrowers (including borrowers who borrowed loans in a prior year that were serviced by the servicer) attending institutions located within the State; or

''(II) the loans of all the borrowers attending institutions located within the State.

''(ii) MULTIPLE SERVICERS.—In the case of a State with more than one eligible not-for-profit servicer with a contract described in subparagraph (A), the Secretary shall, at a minimum, allocate to each such servicer, on an annual basis and subject to such contract, the servicing rights for the lesser of—

''(I) the loans of 100,000 borrowers (including borrowers who borrowed loans in a prior year that were serviced by the servicer) attending institutions located within the State; or

''(II) an equal share of the loans of all borrowers attending institutions located within the State, except the Secretary shall adjust such shares as necessary to ensure that the loans of any single borrower remain with a single servicer.

''(iii) ADDITIONAL ALLOCATION.—The Secretary may allocate additional servicing rights to an eligible not-for-profit servicer based on the performance of such servicer, as determined by the Secretary, including performance in the areas of customer service and default aversion.

''(C) MULTIPLE LOANS.—Notwithstanding the allocations required by subparagraph (B), the Secretary may transfer loans among servicers who are awarded contracts to service loans pursuant to this section to ensure that the loans of any single borrower remain with a single servicer.''; and

(2) by adding at the end the following:

''(c) REPORT TO CONGRESS.—Not later than 3 years after the date of the enactment of the Student Aid and Fiscal Responsibility Act of 2009, the Secretary shall prepare and submit to the authorizing committees, a report evaluating the performance of all eligible not-for-profit servicers awarded a contract under this section to service loans originated under this part. Such report shall give consideration to—

''(1) customer satisfaction of borrowers and institutions with respect to the loan servicing provided by the servicers;

''(2) compliance with applicable regulations by the servicers; and

''(3) the effectiveness of default aversion activities, and outreach services (if any), provided by the servicers.

''(d) DEFINITIONS.—In this section:

''(1) DEFAULT AVERSION ACTIVITIES.—The term 'default aversion activities' means activities that are directly related to providing collection assistance to the Secretary on a delinquent loan, prior to the loan being legally in a default status, including due diligence activities required pursuant to regulations.

''(2) ELIGIBLE NOT-FOR-PROFIT SERVICER.—

''(A) IN GENERAL.—The term 'eligible not-for-profit servicer' means an entity that, on the date of enactment of the Student Aid and Fiscal Responsibility Act of 2009—

''(i) meets the definition of an eligible not-for-profit holder under section 435(p), except that such term does not include eligible lenders described in paragraph (1)(D) of such section;

''(ii) notwithstanding clause (i), is the sole beneficial owner of a loan for which the special allowance rate is calculated under section 438(b)(2)(I)(vi)(II) because the loan is held by an eligible lender trustee that is an eligible not-for-profit holder as defined under section 435(p)(1)(D); or

''(iii) is an affiliated entity of an eligible not-for-profit servicer described in clause (i) or (ii) that—

''(I) directly employs, or will directly employ (on or before the date the entity begins servicing loans under a contract awarded by the Secretary pursuant to subsection (a)(3)(A)), the majority of individuals who perform student loan servicing functions; and

''(II) on such date of enactment, was performing, or had entered into a contract with a third party servicer (as such term is defined in section 481(c)) who was performing, student loan servicing functions for loans made under part B of this title.

''(B) AFFILIATED ENTITY.—For the purposes of subparagraph (A), the term 'affiliated entity' means an entity contracted to perform services for an eligible not-for-profit servicer that—

''(i) is a nonprofit entity or is wholly owned by a nonprofit entity; and

''(ii) is not owned or controlled, in whole or in part, by—

''(I) a for-profit entity; or

''(II) an entity having its principal place of business in another State.

''(3) OUTREACH SERVICES.—The term 'outreach services' means programs offered to students and families, including programs delivered in coordination with institutions of higher education that—

''(A) encourage—

''(i) students to attend and complete a degree or certification program at an institution of higher education; and

''(ii) students and families to obtain financial aid, but minimize the borrowing of education loans; and

''(B) deliver financial literacy and counseling tools.''.

SEC. 215. INTEREST RATES.

Section 455(b)(7) (20 U.S.C. 1087e(b)(7)) is amended by adding at the end the following new subparagraph:

''(E) REDUCED RATES FOR UNDERGRADUATE FDSL ON AND AFTER JULY 1, 2012.—Notwithstanding the preceding paragraphs of this subsection and subparagraph (A) of this paragraph, for Federal Direct Stafford Loans made to undergraduate students for which the first disbursement is made on or after July 1, 2012, the applicable rate of interest shall, during any 12-month period beginning on July 1 and ending on June 30, be determined on the preceding June 1 and be equal to—

''(i) the bond equivalent rate of 91-day Treasury bills auctioned at the final auction held prior to such June 1; plus

''(ii) 2.5 percent,

except that such rate shall not exceed 6.8 percent.''.

Subtitle B—Perkins Loan Reform

SEC. 221. FEDERAL DIRECT PERKINS LOANS TERMS AND CONDITIONS.

Part D of title IV (20 U.S.C. 1087a et seq.) is amended by inserting after section 455 the following new section:

''SEC. 455A. FEDERAL DIRECT PERKINS LOANS.

''(a) DESIGNATION OF LOANS.—Loans made to borrowers under this section shall be known as 'Federal Direct Perkins Loans'.

''(b) IN GENERAL.—It is the purpose of this section to authorize loans to be awarded by institutions of higher education through agreements established under section 463(f). Unless otherwise specified in this section, all terms and conditions and other requirements applicable to Federal Direct Unsubsidized Stafford loans established under section 455(a)(2)(D) shall apply to loans made pursuant to this section.

''(c) ELIGIBLE BORROWERS.—Any student meeting the requirements for student eligibility under section 464(b) (including graduate and professional students as defined in regulations promulgated by the Secretary) shall be eligible to borrow a Federal Direct Perkins Loan, provided the student attends an eligible institution with an agreement with the Secretary under section 463(f), and the institution uses its authority under that agreement to award the student a loan.

''(d) LOAN LIMITS.—The annual and aggregate limits for loans under this section shall be the same as those established under section 464, and aggregate limits shall include loans made by institutions under agreements under section 463(a).

''(e) APPLICABLE RATES OF INTEREST.—Loans made pursuant to this section shall bear interest, on the unpaid balance of the loan, at the rate of 5 percent per year.''.

SEC. 222. AUTHORIZATION OF APPROPRIATIONS.

Section 461 (20 U.S.C. 1087aa) is amended—

(1) in subsection (a), by inserting '', before July 1, 2010,'' after ''The Secretary shall'';

(2) in subsection (b)—

(A) in paragraph (1)—

(i) by striking ''(1) For the purpose'' and inserting ''For the purpose''; and

(ii) by striking ''and for each of the five succeeding fiscal years''; and

(B) by striking paragraph (2); and

(3) by striking subsection (c).

SEC. 223. ALLOCATION OF FUNDS.

Section 462 (20 U.S.C. 1087bb) is amended—

(1) in subsection (a)(1), by striking ''From'' and inserting ''For any fiscal year before fiscal year 2010, from''; and

(2) in subsection (i)(1), by striking ''for any fiscal year,'' and inserting ''for any fiscal year before fiscal year 2010,''.

SEC. 224. FEDERAL DIRECT PERKINS LOAN ALLOCATION.

Part E of title IV is further amended by inserting after section 462 (20 U.S.C. 1087bb) the following:

''SEC. 462A. FEDERAL DIRECT PERKINS LOAN ALLOCATION.

''(a) PURPOSES.—The purposes of this section are—

''(1) to allocate, among eligible and participating institutions (as such terms are defined in this section), the authority to make Federal Direct Perkins Loans under section 455A with a portion of the annual loan authority described in subsection (b); and

''(2) to make funds available, in accordance with section 452, to each participating institution from a portion of the annual loan authority described in subsection (b), in an amount not to exceed the sum of an institution's allocation of funds under subparagraphs (A), (B), and (C) of subsection (b)(1) to enable each such institution to make Federal Direct Perkins Loans to eligible students at the institution.

''(b) AVAILABLE DIRECT PERKINS ANNUAL LOAN AUTHORITY.—

''(1) AVAILABILITY AND ALLOCATIONS.—There are hereby made available, from funds made available for loans made under part D, not to exceed $6,000,000,000 of annual loan authority for award year 2010–2011 and each succeeding award year, to be allocated as follows:

''(A) The Secretary shall allocate not more than ½ of such funds for each award year by allocating to each participating institution an amount equal to the adjusted self-help need amount of the institution, as determined in accordance with subsection (c) for such award year.

''(B) The Secretary shall allocate not more than ¼ of such funds for each award year by allocating to each participating institution an amount equal to the low tuition incentive amount of the institution, as determined in accordance with subsection (d).

''(C) The Secretary shall allocate not more than ¼ of such funds for each award year by allocating to each participating institution an amount which bears the same ratio to the funds allocated under this subparagraph as the ratio determined in accordance with subsection (e) for the calculation of the Federal Pell Grant and degree recipient amount of the institution.

''(2) NO FUNDS TO NON-PARTICIPATING INSTITUTIONS.—The Secretary shall not make funds available under this subsection to any eligible institution that is not a participating institution. The adjusted self-help need amount (determined in accordance with subsection (c)) of an eligible institution that is not a participating institution shall not be made available to any other institution.

''(c) ADJUSTED SELF-HELP NEED AMOUNT.—For the purposes of subsection (b)(1)(A), the Secretary shall calculate the adjusted self-help need amount of each eligible institution for an award year as follows:

''(1) USE OF BASE SELF-HELP NEED AMOUNTS.—

''(A) IN GENERAL.—Except as provided in paragraphs (2), (3), and (4), the adjusted self-help need amount of each eligible institution shall be the institution's base self-help need amount, which is the sum of—

''(i) the self-help need of the institution's eligible undergraduate students for such award year; and

''(ii) the self-help need of the institution's eligible graduate and professional students for such award year.

''(B) UNDERGRADUATE STUDENT SELF-HELP NEED.—To determine the self-help need of an institution's eligible undergraduate students, the Secretary shall determine the sum of each eligible undergraduate student's average cost of attendance for the second preceding award year less each such student's expected family contribution (computed in accordance with part F) for the second preceding award year, except that, for each such eligible undergraduate student, the amount computed by such subtraction shall not be less than zero or more than the lesser of—

''(i) 25 percent of the average cost of attendance with respect to such eligible student; or

''(ii) $5,500.

''(C) GRADUATE AND PROFESSIONAL STUDENT SELF-HELP NEED.—To determine the self-help need of an institution's eligible graduate and professional students, the Secretary shall determine the sum of each eligible graduate and professional student's average cost of attendance for the second preceding award year less each such student's expected family contribution (computed in accordance with part F) for such second preceding award year, except that, for each such eligible graduate and professional student, the amount computed by such subtraction shall not be less than zero or more than $8,000.

''(2) RATABLE REDUCTION ADJUSTMENTS.—If the sum of the base self-help need amounts of all eligible institutions for an award year as determined under paragraph (1) exceeds ½ of the annual loan authority under subsection (b) for such award year, the Secretary shall ratably reduce the base self-help need amounts of all eligible institutions until the sum of such amounts is equal to the amount that is ½ of the annual loan authority under subsection (b).

''(3) REQUIRED MINIMUM AMOUNT.—Notwithstanding paragraph (2), the adjusted self-help need amount of each eligible institution shall not be less than the average of the institution's total principal amount of loans made under this part for each of the 5 most recent award years.

''(4) ADDITIONAL ADJUSTMENTS.—If the Secretary determines that a ratable reduction under paragraph (2) results in the adjusted self-help need amount of any eligible institution being reduced below the minimum amount required under paragraph (3), the Secretary shall—

''(A) for each institution for which the minimum amount under paragraph (3) is not satisfied, increase the adjusted self-help need amount to the amount of the required minimum under such subparagraph; and

''(B) ratably reduce the adjusted self-help need amounts of all eligible institutions not described in subparagraph (A) until the sum of the adjusted self-help need amounts of all eligible institutions is equal to the amount that is ½ of the annual loan authority under subsection (b).

''(d) LOW TUITION INCENTIVE AMOUNT.—

''(1) IN GENERAL.—For purposes of subsection (b)(1)(B), the Secretary shall determine the low tuition incentive amount for each participating institution for each award year, by calculating for each such institution the sum of—

''(A) the total amount, if any (but not less than zero), by which—

''(i) the average tuition and required fees for the institution's sector for the second preceding award year; exceeds

''(ii) the tuition and required fees for the second preceding award year for each undergraduate and graduate student attending the institution who had financial need (as determined under part F); plus

''(B) the total amount, if any (but not less than zero), by which—

''(i) the total amount for the second preceding award year of non-Federal grant aid provided to meet the financial need of all undergraduate students attending the institution (as determined without regard to financial aid not received under this title); exceeds

''(ii) the total amount for the second preceding award year, if any, by which—

''(I) the tuition and required fees of each such student with such financial need; exceeds

''(II) the average tuition and required fees for the institution's sector.

''(2) RATABLE REDUCTION.—If the sum of the low tuition incentive amounts of all participating institutions for an award year as determined under paragraph (1) exceeds ¼ of the annual loan authority under subsection (b) for such award year, the Secretary shall ratably reduce the low tuition incentive amounts of all participating institutions until the sum of such amounts is equal to the amount that is ¼ of the annual loan authority under subsection (b).

''(e) FEDERAL PELL GRANT AND DEGREE RECIPIENT AMOUNT.—For purposes of subsection (b)(1)(C), the Secretary shall determine the Federal Pell Grant and degree recipient amount for each participating institution for each award year, by calculating for each such institution the ratio of—

''(1) the number of students who, during the most recent year for which data are available, obtained an associate's degree or other postsecondary degree from such participating institution and, prior to obtaining such degree, received a Federal Pell Grant for attendance at any institution of higher education; to

''(2) the sum of the number of students who, during the most recent year for which data are available, obtained an associate's degree or other postsecondary degree from each participating institution and, prior to obtaining such degree, received a Federal Pell Grant for attendance at any institution of higher education.

''(f) DEFINITIONS.—As used in this section:

''(1) ANNUAL LOAN AUTHORITY.—The term 'annual loan authority' means the total original principal amount of loans that may be allocated and made available for an award year to make Federal Direct Perkins Loans under section 455A.

''(2) AVERAGE COST OF ATTENDANCE.—

''(A) IN GENERAL.—The term 'average cost of attendance' means the average of the attendance costs for undergraduate students and for graduate and professional students, respectively, for the second preceding award year which shall include—

''(i) tuition and required fees determined in accordance with subparagraph (B);

''(ii) standard living expenses determined in accordance with subparagraph (C); and

''(iii) books and supplies determined in accordance with subparagraph (D).

''(B) TUITION AND REQUIRED FEES.—The average undergraduate and graduate and professional tuition and required fees described in subparagraph (A)(i) shall be computed on the basis of information reported by the institution to the Secretary, which shall include—

''(i) total revenue received by the institution from undergraduate and graduate and professional students, respectively, for tuition and required fees for the second preceding award year; and

''(ii) the institution's full-time equivalent enrollment of undergraduate and graduate and professional students, respectively, for such second preceding award year.

''(C) STANDARD LIVING EXPENSES.—The standard living expense described in subparagraph (A)(ii) is equal to the allowance, determined by an institution, for room and board costs incurred by a student, as computed in accordance with part F for the second preceding award year.

''(D) BOOKS AND SUPPLIES.—The allowance for books and supplies described in subparagraph (A)(iii) is equal to the allowance, determined by an institution, for books, supplies,

transportation, and miscellaneous personal expenses, including a reasonable allowance for the documented rental or purchase of a personal computer, as computed in accordance with part F for the second preceding award year.

''(3) AVERAGE TUITION AND REQUIRED FEES FOR THE INSTITUTION'S SECTOR.—The term 'average tuition and required fees for the institution's sector' shall be determined by the Secretary for each of the categories described in section 132(d).

''(4) ELIGIBLE INSTITUTION.—The term 'eligible institution' means an institution of higher education that participates in the Federal Direct Stafford Loan Program.

''(5) PARTICIPATING INSTITUTION.—The term 'participating institution' means an institution of higher education that has an agreement under section 463(f).

''(6) SECTOR.—The term 'sector' means each of the categories described in section 132(d).''.

SEC. 225. AGREEMENTS WITH INSTITUTIONS OF HIGHER EDUCATION.

(a) AMENDMENTS.—Section 463 (20 U.S.C. 1087cc) is amended—

(1) in subsection (a)—

(A) in the heading, by inserting ''FOR LOANS MADE BEFORE JULY 1, 2010'' after ''AGREEMENTS'';

(B) in paragraph (3)(A), by inserting ''before July 1, 2010'' after ''students'';

(C) in paragraph (4), by striking ''thereon—'' and all that follows and inserting ''thereon, if the institution has failed to maintain an acceptable collection record with respect to such loan, as determined by the Secretary in accordance with criteria established by regulation, the Secretary may require the institution to assign such note or agreement to the Secretary, without recompense;''; and

(D) in paragraph (5), by striking ''and the Secretary shall apportion'' and all that follows through ''in accordance with section 462'' and inserting ''and the Secretary shall return a portion of funds from loan repayments to the institution as specified in section 466(b)'';

(2) by amending subsection (b) to read as follows:

''(b) ADMINISTRATIVE EXPENSES.—An institution that has entered into an agreement under subsection (a) shall be entitled, for each fiscal year during which it services student loans from a student loan fund established under such agreement, to a payment in lieu of reimbursement for its expenses in servicing student loans made before July 1, 2010. Such payment shall be equal to 0.50 percent of the outstanding principal and interest balance of such loans being serviced by the institution as of September 30 of each fiscal year.''; and

(3) by adding at the end the following:

''(f) CONTENTS OF AGREEMENTS FOR LOANS MADE ON OR AFTER JULY 1, 2010.—An agreement with any institution of higher education that elects to participate in the Federal Direct Perkins Loan program under section 455A shall provide—

''(1) for the establishment and maintenance of a Direct Perkins Loan program at the institution under which the institution shall use loan authority allocated under section 462A to make loans to eligible students attending the institution;

''(2) that the institution, unless otherwise specified in this subsection, shall operate the program consistent with the requirements of agreements established under section 454;

''(3) that the institution will pay matching funds, quarterly, in an amount agreed to by the institution and the Secretary, to an escrow account approved by the Secretary, for the purpose of providing loan benefits to borrowers;

''(4) that if the institution fails to meet the requirements of paragraph (3), the Secretary shall suspend or terminate the institution's eligibility to make Federal Direct Perkins Loans under section 455A until such time as the Secretary determines, in accordance with section 498, that the institution has met the requirements of such paragraph; and

''(5) that if the institution ceases to be an eligible institution within the meaning of section 435(a) by reason of having a cohort default rate that exceeds the threshold percentage specified paragraph (2) of such section, the Secretary shall suspend or terminate the institution's eligibility to make Federal Direct Perkins Loans under section 455A unless and until the institution would qualify for a resumption of eligible institution status under such section.''.

(b) EFFECTIVE DATE.—The amendments made by paragraph (2) of subsection (a) shall take effect on October 1, 2010.

SEC. 226. STUDENT LOAN INFORMATION BY ELIGIBLE INSTITUTIONS.

Section 463A (20 U.S.C. 1087cc–1) is amended—

(1) in subsection (a), by striking ''Each institution'' and inserting ''For loans made before July 1, 2010, each institution''; and

(2) in subsection (b), by striking ''Each institution'' and inserting ''For loans made before July 1, 2010, each institution''.

SEC. 227. TERMS OF LOANS.

(a) Section 464 (20 U.S.C. 1087dd) is amended—

(1) in subsection (a)(1), by striking ''section 463'' and inserting ''section 463(a)'';

(2) in subsection (b)(1), by inserting ''made before July 1, 2010,'' after ''A loan'';

(3) in subsection (c)—

(A) in paragraph (1), by inserting ''made before July 1, 2010,'' after ''a loan'';

(B) in paragraph (2)—

(i) in subparagraph (A), by inserting ''made before July 1, 2010,'' after ''any loan''; and

(ii) in subparagraph (B), by inserting ''made before July 1, 2010,'' after ''any loan'';

(C) in paragraph (3)(B), by inserting ''for a loan made before July 1, 2010,'' after ''during the repayment period'';

(D) in paragraph (4), by inserting ''before July 1, 2010,'' after ''for a loan made'';

(E) in paragraph (5), by striking ''The institution'' and inserting ''For loans made before July 1, 2010, the institution''; and

(F) in paragraph (6), by inserting ''made before July 1, 2010,'' after ''of loans'';

(4) in subsection (d), by inserting ''made before July 1, 2010,'' before ''from the student loan fund'';

(5) in subsection (e), by inserting ''with respect to loans made before July 1, 2010, and'' before ''as documented in accordance with paragraph (2),'';

(6) by repealing subsection (f);

(7) in subsection (g)(1), by inserting ''and before July 1, 2010,'' after ''January 1, 1986,'';

(8) in subsection (h)—

(A) in paragraph (1)(A) by inserting ''before July 1, 2010,'' after ''made under this part''; and

(B) in paragraph (2), by inserting ''before July 1, 2010,'' after ''under this part''; and

(9) in subsection (j)(1), by inserting ''before July 1, 2010,'' after ''under this part''.

SEC. 228. DISTRIBUTION OF ASSETS FROM STUDENT LOAN FUNDS.

(a) Section 465 (20 U.S.C. 1087ee) is amended—

(1) in subsection (a), by inserting ''and before July 1, 2010,'' after ''June 30, 1972,''; and

(2) by amending subsection (b) to read as follows:

''(b) REIMBURSEMENT FOR CANCELLATIONS.—

''(1) ASSIGNED LOANS.—In the case of loans made under this part before July 1, 2010, and that are assigned to the Secretary, the Secretary shall, from amounts repaid each quarter on assigned Perkins Loans made before July 1, 2010, pay to each institution for each quarter an amount equal to—

''(A) the aggregate of the amounts of loans from its student loan fund that are canceled pursuant to this section for such quarter, minus

''(B) an amount equal to the aggregate of the amounts of any such loans so canceled that were made from Federal capital contributions to its student loan fund.

''(2) RETAINED LOANS.—In the case of loans made under this part before July 1, 2010, and that are retained by the institution for servicing, the institution shall deduct from loan repayments owed to the Secretary under section 466, an amount equal to—

''(A) the aggregate of the amounts of loans from its student loan fund that are canceled pursuant to this section for such quarter, minus

''(B) an amount equal to the aggregate of the amounts of any such loans so canceled that were made from Federal capital contributions to its student loan fund.''.

(b) Section 466 (20 U.S.C. 1087ff) is amended to read as follows:

''SEC. 466. DISTRIBUTION OF ASSETS FROM STUDENT LOAN FUNDS.

''(a) CAPITAL DISTRIBUTION.—Beginning July 1, 2010, there shall be a capital distribution of the balance of the student loan fund established under this part by each institution of higher education as follows:

''(1) For the quarter beginning July 1, 2010, the Secretary shall first be paid, no later than September 30, 2010, an amount that bears the same ratio to the cash balance in such fund at the close of June 30, 2010, as the total amount of the Federal capital contributions to such fund by the Secretary under this part bears to—

''(A) the sum of such Federal contributions and the institution's capital contributions to such fund, less

''(B) an amount equal to—

''(i) the institution's outstanding administrative costs as calculated under section 463(b),

''(ii) outstanding charges assessed under section 464(c)(1)(H), and

''(iii) outstanding loan cancellation costs incurred under section 465.

''(2) At the end of each quarter subsequent to the quarter ending September 30, 2010, the Secretary shall first be paid an amount that bears the same ratio to the cash balance in such fund at the close of the preceding quarter, as the total amount of the Federal capital contributions to such fund by the Secretary under this part bears to—

''(A) the sum of such Federal contributions and the institution's capital contributions to such fund, less

''(B) an amount equal to—

''(i) the institution's administrative costs incurred for that quarter as calculated under section 463(b),

''(ii) charges assessed for that quarter under section 464(c)(1)(H), and

''(iii) loan cancellation costs incurred for that quarter under section 465.

''(3)(A) The Secretary shall calculate the amounts due to the Secretary under paragraph (1) (adjusted in accordance with subparagraph (B), as appropriate) and paragraph (2) and shall promptly inform the institution of such calculated amounts.

''(B) In the event that, prior to the date of enactment of the Student Aid and Fiscal Responsibility Act of 2009, an institution made a short-term, interest-free loan to the institution's student loan fund established under this part in anticipation of collections or receipt of Federal capital contributions, and the institution demonstrates to the Secretary, on or before June 30, 2010, that such loan will still be outstanding after June 30, 2010, the Secretary shall subtract the amount of such outstanding loan from the cash balance of the institution's student loan fund that is used to calculate the amount due to the Secretary under paragraph (1). An adjustment of an amount due to the Secretary under this subparagraph shall be made by the Secretary on a case-by-case basis.

''(4) Any remaining balance at the end of a quarter after a payment under paragraph (1) or (2) shall be retained by the institution for use at its discretion. Any balance so retained shall be withdrawn from the student loan fund and shall not be counted in calculating amounts owed to the Secretary for subsequent quarters.

''(5) Each institution shall make the quarterly payments to the Secretary described in paragraph (2) until all outstanding Federal Perkins Loans at that institution have been assigned to the Secretary and there are no funds remaining in the institution's student loan fund.

''(6) In the event that the institution's administrative costs, charges, and cancellation costs described in paragraph (2) for a quarter exceed the amount owed to the Secretary under paragraphs (1) and (2) for that quarter, no payment shall be due to the Secretary from the institution for that quarter and the Secretary shall pay the institution, from funds realized from the collection of assigned Federal Perkins Loans made before July 1, 2010, an amount that, when combined with the amount retained by the institution under paragraphs (1) and (2), equals the full amount of such administrative costs, charges, and cancellation costs.

''(b) ASSIGNMENT OF OUTSTANDING LOANS.—Beginning July 1, 2010, an institution of higher education may assign all outstanding loans made under this part before July 1, 2010, to the Secretary, consistent with the requirements of section 463(a)(5). In collecting loans so assigned, the Secretary shall pay an institution an amount that constitutes the same fraction of such collections as the fraction of the cash balance that the institution retains under subsection (a)(2), but determining such fraction without regard to subparagraph (B)(i) of such subsection.''.

SEC. 229. IMPLEMENTATION OF NON-TITLE IV REVENUE REQUIREMENT.

(a) AMENDMENTS.—Section 487(d) (20 U.S.C. 1094(d)) is amended—

(1) in paragraph (1)(E), by striking ''July 1, 2011'' and inserting ''July 1, 2012'';

(2) in paragraph (1)(F)—

(A) by redesignating clauses (iii), (iv), and (v) as clauses (iv), (v), and (vi), respectively; and

(B) by inserting after clause (ii) the following new clause:

''(iii) for the period beginning July 1, 2010, and ending July 1, 2012, the amount of funds the institution received from loans disbursed under section 455A;'';

(3) in paragraph (2)(A), by striking ''two consecutive'' and inserting ''three consecutive''; and

(4) in paragraph (2)(B)—

(A) by striking ''any institutional fiscal year'' and inserting ''two consecutive institutional fiscal years'';

(B) by striking ''the two institutional fiscal years after the institutional fiscal year'' and inserting ''the institutional fiscal year after the second consecutive institutional fiscal year''; and

(C) by striking ''two consecutive'' in clause (ii) of such paragraph and inserting ''three consecutive''.

(b) TEMPORARY EFFECT.—The amendments made by paragraphs (3) and (4) of subsection (a)—

(1) shall take effect on the date of enactment of this Act; and

(2) shall cease to be effective on July 1, 2012.

SEC. 230. ADMINISTRATIVE EXPENSES.

Section 489(a) (20 U.S.C. 1096(a)) is amended—

(1) in the second sentence, by striking ''or under part E of this title''; and

(2) in the third sentence—

(A) by inserting ''and'' after ''subpart 3 of part A,''; and

(B) by striking ''compensation of students,'' and all that follows through the period and inserting ''compensation of students.''.

TITLE III—MODERNIZATION, RENOVATION, AND REPAIR

Subtitle A—Elementary and Secondary Education

SEC. 301. DEFINITIONS.

In this subtitle:

(1) The term ''Bureau-funded school'' has the meaning given such term in section 1141 of the Education Amendments of 1978 (25 U.S.C. 2021).

(2) The term ''charter school'' has the meaning given such term in section 5210 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7221i).

(3) The term ''CHPS Criteria'' means the green building rating program developed by the Collaborative for High Performance Schools.

(4) The term ''Energy Star'' means the Energy Star program of the United States Department of Energy and the United States Environmental Protection Agency.

(5) The term ''Green Globes'' means the Green Building Initiative environmental design and rating system referred to as Green Globes.

(6) The term ''LEED Green Building Rating System'' means the United States Green Building Council Leadership in Energy and Environmental Design green building rating standard referred to as LEED Green Building Rating System.

(7) The term ''local educational agency''—

(A) has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801);

(B) includes any public charter school that constitutes a local educational agency under State law; and

(C) includes the Recovery School District of Louisiana.

(8) The term ''outlying area''—

(A) means the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands; and

(B) includes the Republic of Palau.

(9) The term ''public school facilities'' means existing public elementary or secondary school facilities, including public charter school facilities and other existing facilities planned for adaptive reuse as public charter school facilities.

(10) The term ''Secretary'' means the Secretary of Education.

(11) The term ''State'' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

CHAPTER 1—GRANTS FOR MODERNIZATION, RENOVATION, OR REPAIR OF PUBLIC SCHOOL FACILITIES

SEC. 311. PURPOSE.

Grants under this chapter shall be for the purpose of modernizing, renovating, or repairing public school facilities (including early learning facilities, as appropriate), based on the need of the facilities for such improvements, to ensure that public school facilities are safe, healthy, high-performing, and technologically up-to-date.

SEC. 312. ALLOCATION OF FUNDS.

(a) RESERVATION.—

(1) IN GENERAL.—From the amount appropriated to carry out this chapter for each fiscal year pursuant to section 345(a), the Secretary shall reserve 2 percent of such amount, consistent with the purpose described in section 311—

(A) to provide assistance to the outlying areas; and

(B) for payments to the Secretary of the Interior to provide assistance to Bureau-funded schools.

(2) USE OF RESERVED FUNDS.—In each fiscal year, the amount reserved under paragraph (1) shall be divided between the uses described in subparagraphs (A) and (B) of such paragraph in the same proportion as the amount reserved under section 1121(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6331(a)) is divided between the uses described in paragraphs (1) and (2) of such section 1121(a) in such fiscal year.

(3) DISTRESSED AREAS AND NATURAL DISASTERS.—From the amount appropriated to carry out this chapter for each fiscal year pursuant to section 345(a), the Secretary shall reserve 5 percent of such amount for grants to—

(A) local educational agencies serving geographic areas with significant economic distress, to be used consistent with the purpose described in section 311 and the allowable uses of funds described in section 313; and

(B) local educational agencies serving geographic areas recovering from a natural disaster, to be used consistent with the purpose described in section 321 and the allowable uses of funds described in section 323.

(b) ALLOCATION TO STATES.—

(1) STATE-BY-STATE ALLOCATION.—Of the amount appropriated to carry out this chapter for each fiscal year pursuant to section 345(a), and not reserved under subsection (a), each State shall be allocated an amount in proportion to the amount received by all local educational agencies in the State under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.) for the previous fiscal year relative to the total amount received by all local educational agencies in every State under such part for such fiscal year.

(2) STATE ADMINISTRATION.—A State may reserve up to 1 percent of its allocation under paragraph (1) to carry out its responsibilities under this chapter, which include—

(A) providing technical assistance to local educational agencies;

(B) developing an online, publicly searchable database that includes an inventory of public school facilities in the State, including for each such facility, its design, condition, modernization, renovation and repair needs, utilization, energy use, and carbon footprint; and

(C) creating voluntary guidelines for high-performing school buildings, including guidelines concerning the following:

(i) Site location, storm water management, outdoor surfaces, outdoor lighting, and transportation, including public transit and pedestrian and bicycle accessability.

(ii) Outdoor water systems, landscaping to minimize water use, including elimination of irrigation systems for landscaping, and indoor water use reduction.

(iii) Energy efficiency (including minimum and superior standards, such as for heating, ventilation, and air conditioning systems), use of alternative energy sources, commissioning, and training.

(iv) Use of durable, sustainable materials and waste reduction.

(v) Indoor environmental quality, such as day lighting in classrooms, lighting quality, indoor air quality (including with reference to reducing the incidence and effects of asthma and other respiratory illnesses), acoustics, and thermal comfort.

(vi) Operations and management, such as use of energy-efficient equipment, indoor environmental management plan, maintenance plan, and pest management.

(3) GRANTS TO LOCAL EDUCATIONAL AGENCIES.—From the amount allocated to a State under paragraph (1), each eligible local educational agency in the State shall receive an amount in proportion to the amount received by such local educational agency under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.) for the previous fiscal year relative to the total amount received by all local educational agencies in the State under such part for such fiscal year, except that no local educational agency that received funds under such part for such fiscal year shall receive a grant of less than $5,000 in any fiscal year under this chapter.

(4) SPECIAL RULE.—Section 1122(c)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6332(c)(3)) shall not apply to paragraph (1) or (3).

(c) SPECIAL RULES.—

(1) DISTRIBUTIONS BY SECRETARY.—The Secretary shall make and distribute the reservations and allocations described in subsections (a) and (b) not later than 120 days after an appropriation of funds for this chapter is made.

(2) DISTRIBUTIONS BY STATES.—A State shall make and distribute the allocations described in

subsection (b)(3) within 90 days of receiving such funds from the Secretary.

SEC. 313. ALLOWABLE USES OF FUNDS.

A local educational agency receiving a grant under this chapter shall use the grant for modernization, renovation, or repair of public school facilities (including early learning facilities, as appropriate), including—

(1) repair, replacement, or installation of roofs, including extensive, intensive or semi-intensive green roofs, electrical wiring, water supply and plumbing systems, sewage systems, storm water runoff systems, lighting systems, building envelope, windows, ceilings, flooring, or doors, including security doors;

(2) repair, replacement, or installation of heating, ventilation, or air conditioning systems, including insulation, and conducting indoor air quality assessments;

(3) compliance with fire, health, seismic, and safety codes, including professional installation of fire and life safety alarms, and modernizations, renovations, and repairs that ensure that schools are prepared for emergencies, such as improving building infrastructure to accommodate security measures and installing or upgrading technology to ensure that schools are able to respond to emergencies such as acts of terrorism, campus violence, and natural disasters;

(4) retrofitting necessary to increase the energy efficiency and water efficiency of public school facilities;

(5) modifications necessary to make facilities accessible in compliance with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);

(6) abatement, removal, or interim controls of asbestos, polychlorinated biphenyls, mold, mildew, lead-based hazards, including lead-based paint hazards, or a proven carcinogen;

(7) measures designed to reduce or eliminate human exposure to classroom noise and environmental noise pollution;

(8) modernization, renovation, or repair necessary to reduce the consumption of coal, electricity, land, natural gas, oil, or water;

(9) installation or upgrading of educational technology infrastructure;

(10) modernization, renovation, or repair of science and engineering laboratories, libraries, and career and technical education facilities, and improvements to building infrastructure to accommodate bicycle and pedestrian access;

(11) installation or upgrading of renewable energy generation and heating systems, including solar, photovoltaic, wind, biomass (including wood pellet and woody biomass), waste-to-energy, and solar-thermal and geothermal systems, and for energy audits;

(12) measures designed to reduce or eliminate human exposure to airborne particles such as dust, sand, and pollens;

(13) creating greenhouses, gardens (including trees), and other facilities for environmental, scientific, or other educational purposes, or to produce energy savings;

(14) modernizing, renovating, or repairing physical education facilities for students, including upgrading or installing recreational structures made from post-consumer recovered materials in accordance with the comprehensive procurement guidelines prepared by the Administrator of the Environmental Protection Agency under section 6002(e) of the Solid Waste Disposal Act (42 U.S.C. 6962(e));

(15) other modernization, renovation, or repair of public school facilities to—

(A) improve teachers' ability to teach and students' ability to learn;

(B) ensure the health and safety of students and staff;

(C) make them more energy efficient; or

(D) reduce class size; and

(16) required environmental remediation related to modernization, renovation, or repair described in paragraphs (1) through (15).

SEC. 314. PRIORITY PROJECTS.

In selecting a project under section 313, a local educational agency may give priority to projects involving the abatement, removal, or interim controls of asbestos, polychlorinated biphenyls, mold, mildew, lead-based hazards, including lead-based paint hazards, or a proven carcinogen.

CHAPTER 2—SUPPLEMENTAL GRANTS FOR LOUISIANA, MISSISSIPPI, AND ALABAMA

SEC. 321. PURPOSE.

Grants under this chapter shall be for the purpose of modernizing, renovating, repairing, or constructing public school facilities, including, where applicable, early learning facilities, based on the need for such improvements or construction, to ensure that public school facilities are safe, healthy, high-performing, and technologically up-to-date.

SEC. 322. ALLOCATION TO LOCAL EDUCATIONAL AGENCIES.

(a) IN GENERAL.—Of the amount appropriated to carry out this chapter for each fiscal year pursuant to section 345(b), the Secretary shall allocate to local educational agencies in Louisiana, Mississippi, and Alabama an amount equal to the infrastructure damage inflicted on public school facilities in each such district by Hurricane Katrina or Hurricane Rita in 2005 relative to the total of such infrastructure damage so inflicted in all such districts, combined.

(b) DISTRIBUTION BY SECRETARY.—The Secretary shall determine and distribute the allocations described in subsection (a) not later than 120 days after an appropriation of funds for this chapter is made.

SEC. 323. ALLOWABLE USES OF FUNDS.

A local educational agency receiving a grant under this chapter shall use the grant for one or more of the activities described in section 313, except that an agency receiving a grant under this chapter also may use the grant for the construction of new public school facilities.

CHAPTER 3—GENERAL PROVISIONS

SEC. 331. IMPERMISSIBLE USES OF FUNDS.

No funds received under this subtitle may be used for—

(1) payment of maintenance costs, including routine repairs classified as current expenditures under State or local law;

(2) stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public;

(3) improvement or construction of facilities the purpose of which is not the education of children, including central office administration or operations or logistical support facilities; or

(4) purchasing carbon offsets.

SEC. 332. SUPPLEMENT, NOT SUPPLANT.

A local educational agency receiving a grant under this subtitle shall use such Federal funds only to supplement and not supplant the amount of funds that would, in the absence of such Federal funds, be available for modernization, renovation, repair, and construction of public school facilities.

SEC. 333. PROHIBITION REGARDING STATE AID.

A State shall not take into consideration payments under this subtitle in determining the eligibility of any local educational agency in that State for State aid, or the amount of State aid, with respect to free public education of children.

SEC. 334. MAINTENANCE OF EFFORT.

(a) IN GENERAL.—A local educational agency may receive a grant under this subtitle for any fiscal year only if either the combined fiscal effort per student or the aggregate expenditures of the agency and the State involved with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.

(b) REDUCTION IN CASE OF FAILURE TO MEET MAINTENANCE OF EFFORT REQUIREMENT.—

(1) IN GENERAL.—The State educational agency shall reduce the amount of a local educational agency's grant in any fiscal year in the exact proportion by which a local educational agency fails to meet the requirement of subsection (a) by falling below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to the local agency).

(2) SPECIAL RULE.—No such lesser amount shall be used for computing the effort required under subsection (a) for subsequent years.

(c) WAIVER.—The Secretary shall waive the requirements of this section if the Secretary determines that a waiver would be equitable due to—

(1) exceptional or uncontrollable circumstances, such as a natural disaster; or

(2) a precipitous decline in the financial resources of the local educational agency.

SEC. 335. SPECIAL RULE ON CONTRACTING.

Each local educational agency receiving a grant under this subtitle shall ensure that, if the agency carries out modernization, renovation, repair, or construction through a contract, the process for any such contract ensures the maximum number of qualified bidders, including local, small, minority, and women- and veteran-owned businesses, through full and open competition.

SEC. 336. USE OF AMERICAN IRON, STEEL, AND MANUFACTURED GOODS.

(a) IN GENERAL.—None of the funds appropriated or otherwise made available by this subtitle may be used for a project for the modernization, renovation, repair, or construction of a public school facility unless all of the iron, steel, and manufactured goods used in the project are produced in the United States.

(b) EXCEPTIONS.—Subsection (a) shall not apply in any case or category of cases in which the Secretary finds that—

(1) applying subsection (a) would be inconsistent with the public interest;

(2) iron, steel, and the relevant manufactured goods are not produced in the United States in sufficient and reasonably available quantities and of a satisfactory quality; or

(3) inclusion of iron, steel, and manufactured goods produced in the United States will increase the cost of the overall project by more than 25 percent.

(c) PUBLICATION OF JUSTIFICATION.—If the Secretary determines that it is necessary to waive the application of subsection (a) based on a finding under subsection (b), the Secretary shall publish in the Federal Register a detailed written justification of the determination.

(d) CONSTRUCTION.—This section shall be applied in a manner consistent with United States obligations under international agreements.

SEC. 337. LABOR STANDARDS.

The grant programs under this subtitle are applicable programs (as that term is defined in section 400 of the General Education Provisions Act (20 U.S.C. 1221)) subject to section 439 of such Act (20 U.S.C. 1232b).

SEC. 338. CHARTER SCHOOLS.

(a) IN GENERAL.—A local educational agency receiving an allocation under this subtitle shall reserve an amount of that allocation for charter schools within its jurisdiction for modernization, renovation, repair, and construction of charter school facilities.

(b) DETERMINATION OF RESERVED AMOUNT.—The amount to be reserved by a local educational agency under subsection (a) shall be determined based on the combined percentage of students counted under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5)) in the schools of the agency who—

(1) are enrolled in charter schools; and

(2) the local educational agency, in consultation with the authorized public chartering agency, expects to be enrolled, during the year with

respect to which the reservation is made, in charter schools that are scheduled to commence operation during such year.

(c) SCHOOL SHARE.—Individual charter schools shall receive a share of the amount reserved under subsection (a) based on the need of each school for modernization, renovation, repair, or construction, as determined by the local educational agency in consultation with charter school administrators.

(d) EXCESS FUNDS.—After the consultation described in subsection (c), if the local educational agency determines that the amount of funds reserved under subsection (a) exceeds the modernization, renovation, repair, and construction needs of charter schools within the local educational agency's jurisdiction, the agency may use the excess funds for other public school facility modernization, renovation, repair, or construction consistent with this subtitle and is not required to carry over such funds to the following fiscal year for use for charter schools.

SEC. 339. GREEN SCHOOLS.

(a) IN GENERAL.—Of the funds appropriated for a given fiscal year and made available to a local educational agency to carry out this subtitle, the local educational agency shall use not less than the applicable percentage (described in subsection (b)) of such funds for public school modernization, renovation, repair, or construction that are certified, verified, or consistent with any applicable provisions of—

(1) the LEED Green Building Rating System;

(2) Energy Star;

(3) the CHPS Criteria;

(4) Green Globes; or

(5) an equivalent program adopted by the State, or another jurisdiction with authority over the local educational agency, that includes a verifiable method to demonstrate compliance with such program.

(b) APPLICABLE PERCENTAGES.—The applicable percentage described in subsection (a) is—

(1) for funds appropriated in fiscal year 2010, 50 percent; and

(2) for funds appropriated in fiscal year 2011, 75 percent.

(c) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit a local educational agency from using sustainable, domestic hardwood lumber as ascertained through the forest inventory and analysis program of the Forest Service of the Department of Agriculture under the Forest and Rangeland Renewable Resources Research Act of 1978 (16 U.S.C. 1641 et seq.) for public school modernization, renovation, repairs, or construction.

(d) TECHNICAL ASSISTANCE.—The Secretary, in consultation with the Secretary of Energy and the Administrator of the Environmental Protection Agency, shall provide outreach and technical assistance to States and local educational agencies concerning the best practices in school modernization, renovation, repair, and construction, including those related to student academic achievement, student and staff health, energy efficiency, and environmental protection.

SEC. 340. REPORTING.

(a) REPORTS BY LOCAL EDUCATIONAL AGENCIES.—Local educational agencies receiving a grant under this subtitle shall annually compile a report describing the projects for which such funds were used, including—

(1) the number and identity of public schools in the agency, including the number of charter schools, and for each school, the total number of students, and the number of students counted under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5));

(2) the total amount of funds received by the local educational agency under this subtitle, and for each public school in the agency, including each charter school, the amount of such funds expended, and the types of modernization, renovation, repair, or construction projects for which such funds were used;

(3) the number of students impacted by such projects, including the number of students so impacted who are counted under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(a)(5));

(4) the number of public schools in the agency with a metro-centric locale code of 41, 42, or 43 as determined by the National Center for Education Statistics and the percentage of funds received by the agency under chapter 1 or chapter 2 of this subtitle that were used for projects at such schools;

(5) the number of public schools in the agency that are eligible for schoolwide programs under section 1114 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6314) and the percentage of funds received by the agency under chapter 1 or chapter 2 of this subtitle that were used for projects at such schools;

(6) for each project—

(A) the cost;

(B) the standard described in section 339(a) with which the use of the funds complied or, if the use of funds did not comply with a standard described in section 339(a), the reason such funds were not able to be used in compliance with such standards and the agency's efforts to use such funds in an environmentally sound manner; and

(C) any demonstrable or expected benefits as a result of the project (such as energy savings, improved indoor environmental quality, student and staff health, including the reduction of the incidence and effects of asthma and other respiratory illnesses, and improved climate for teaching and learning); and

(7) the total number and amount of contracts awarded, and the number and amount of contracts awarded to local, small, minority, women, and veteran-owned businesses.

(b) AVAILABILITY OF REPORTS.—A local educational agency shall—

(1) submit the report described in subsection (a) to the State educational agency, which shall compile such information and report it annually to the Secretary; and

(2) make the report described in subsection (a) publicly available, including on the agency's website.

(c) REPORTS BY SECRETARY.—Not later than March 31 of each fiscal year, the Secretary shall submit to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor and Pensions of the Senate, and make available on the Department of Education's website, a report on grants made under this subtitle, including the information from the reports described in subsection (b)(1).

SEC. 341. SPECIAL RULES.

Notwithstanding any other provision of this subtitle, none of the funds authorized by this subtitle may be—

(1) used to employ workers in violation of section 274A of the Immigration and Nationality Act (8 U.S.C. 1324a); or

(2) distributed to a local educational agency that does not have a policy that requires a criminal background check on all employees of the agency.

SEC. 342. PROMOTION OF EMPLOYMENT EXPERIENCES.

The Secretary of Education, in consultation with the Secretary of Labor, shall work with recipients of funds under this subtitle to promote appropriate opportunities to gain employment experience working on modernization, renovation, repair, and construction projects funded under this subtitle for—

(1) participants in a YouthBuild program (as defined in section 173A of the Workforce Investment Act of 1998 (29 U.S.C. 2918a));

(2) individuals enrolled in the Job Corps program carried out under subtitle C of title I of the Workforce Investment Act of 1998 (29 U.S.C. 2881 et seq.);

(3) individuals enrolled in a junior or community college (as defined in section 312(f) of the Higher Education Act of 1965 (20 U.S.C. 1088(f))) certificate or degree program relating to projects described in section 339(a); and

(4) participants in preapprenticeship programs that have direct linkages with apprenticeship programs that are registered with the Department of Labor or a State Apprenticeship Agency under the National Apprenticeship Act of 1937 (29 U.S.C. 50 et seq.).

SEC. 343. ADVISORY COUNCIL ON GREEN, HIGH-PERFORMING PUBLIC SCHOOL FACILITIES.

(a) ESTABLISHMENT OF ADVISORY COUNCIL.—The Secretary shall establish an advisory council to be known as the ''Advisory Council on Green, High-Performing Public School Facilities'' (in this section referred to as the ''Advisory Council'') which shall be composed of—

(1) appropriate officials from the Department of Education;

(2) representatives of the academic, architectural, business, education, engineering, environmental, labor, and scientific communities; and

(3) such other representatives as the Secretary deems appropriate.

(b) DUTIES OF ADVISORY COUNCIL.—

(1) ADVISORY DUTIES.—The Advisory Council shall advise the Secretary on the impact of green, high-performing schools, on—

(A) teaching and learning;

(B) health;

(C) energy costs;

(D) environmental impact; and

(E) other areas that the Secretary and the Advisory Council deem appropriate.

(2) OTHER DUTIES.—The Advisory Council shall assist the Secretary in—

(A) making recommendations on Federal policies to increase the number of green, high-performing schools;

(B) identifying Federal policies that are barriers to helping States and local educational agencies make green, high-performing schools;

(C) providing technical assistance and outreach to States and local educational agencies under section 339(d); and

(D) providing the Secretary such other assistance as the Secretary deems appropriate.

(c) CONSULTATION.—In carrying out its duties under subsection (b), the Advisory Council shall consult with the Chair of the Council on Environmental Quality and the heads of appropriate Federal agencies, including the Secretary of Commerce, the Secretary of Energy, the Secretary of Health and Human Services, the Secretary of Labor, the Administrator of the Environmental Protection Agency, and the Administrator of the General Services Administration (through the Office of Federal High-Performance Green Buildings).

SEC. 344. EDUCATION REGARDING PROJECTS.

A local educational agency receiving funds under this subtitle may encourage schools at which projects are undertaken with such funds to educate students about the project, including, as appropriate, the functioning of the project and its environmental, energy, sustainability, and other benefits.

SEC. 345. AVAILABILITY OF FUNDS.

(a) CHAPTER 1.—There are authorized to be appropriated, and there are appropriated, to carry out chapter 1 of this subtitle (in addition to any other amounts appropriated to carry out such chapter and out of any money in the Treasury not otherwise appropriated), $2,020,000,000 for each of fiscal years 2010 and 2011.

(b) CHAPTER 2.—There are authorized to be appropriated, and there are appropriated, to carry out chapter 2 of this subtitle (in addition to any other amounts appropriated to carry out such chapter and out of any money in the Treasury not otherwise appropriated), $30,000,000 for each of fiscal years 2010 and 2011.

(c) PROHIBITION ON EARMARKS.—None of the funds appropriated under this section may be used for a Congressional earmark as defined in

clause 9(d) of rule XXI of the Rules of the House of Representatives.

Subtitle B—Higher Education

SEC. 351. FEDERAL ASSISTANCE FOR COMMUNITY COLLEGE MODERNIZATION AND CONSTRUCTION.

(a) IN GENERAL.—

(1) GRANT PROGRAM.—From the amounts made available under subsection (i), the Secretary shall award grants to States for the purposes of constructing new community college facilities and modernizing, renovating, and repairing existing community college facilities. Grants awarded under this section shall be used by a State for one or more of the following:

(A) To reduce financing costs of loans for new construction, modernization, renovation, or repair projects at community colleges (such as paying interest or points on such loans).

(B) To provide matching funds for a community college capital campaign to attract private donations of funds for new construction, modernization, renovation, or repair projects at the community college.

(C) To capitalize a revolving loan fund to finance new construction, modernization, renovation, and repair projects at community colleges.

(2) ALLOCATION.—

(A) DETERMINATION OF AVAILABLE AMOUNT.—The Secretary shall determine the amount available for allocation to each State by determining the amount equal to the total number of students in the State who are enrolled in community colleges and who are pursuing a degree or certificate that is not a bachelor's, master's, professional, or other advanced degree, relative to the total number of such students in all States, combined.

(B) ALLOCATION.—The Secretary shall allocate to each State selected by the Secretary to receive a grant under this section an amount equal to the amount determined to be available for allocation to such State under subparagraph (A), less any portion of that amount that is subject to a limitation under paragraph (3).

(C) REALLOCATION.—Amounts not allocated under this section to a State because—

(i) the State did not submit an application under subsection (b);

(ii) the State submitted an application that the Secretary determined did not meet the requirements of such subsection; or

(iii) the State is subject to a limitation under paragraph (3) that prevents the State from using a portion of the allocation,

shall be proportionately reallocated under this paragraph to the States that are not described in clause (i), (ii), or (iii) of this subparagraph.

(3) GRANT AMOUNT LIMITATIONS.—A grant awarded to a State under this section—

(A) to reduce financing costs of loans for new construction, modernization, renovation, or repair projects at community colleges under paragraph (1)(A) shall be for an amount that is not more than 25 percent of the total principal amount of the loans for which financing costs are being reduced; and

(B) to provide matching funds for a community college capital campaign under paragraph (1)(B) shall be for an amount that is not more than 25 percent of the total amount of the private donations of funds raised through such campaign over the duration of such campaign, as such duration is determined by the State in the application submitted under subsection (b).

(4) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, and local funds that would otherwise be expended to construct new community college facilities or modernize, renovate, or repair existing community college facilities.

(b) APPLICATION.—A State that desires to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information and assurances as the Secretary may require. Such application shall include a certification by the State that the funds provided under this section for the construction of new community college facilities and the modernization, renovation, and repair of existing community college facilities will improve instruction at such colleges and will improve the ability of such colleges to educate and train students to meet the workforce needs of employers in the State.

(c) USE OF FUNDS BY COMMUNITY COLLEGES.—

(1) PERMISSIBLE USES OF FUNDS.—Funds made available to community colleges through a loan described in subsection (a)(1)(A), a capital campaign described in subsection (a)(1)(B), or a loan from a revolving loan fund described in subsection (a)(1)(C) shall be used only for the construction, modernization, renovation, or repair of community college facilities that are primarily used for instruction, research, or student housing, which may include any of the following:

(A) Repair, replacement, or installation of roofs, including extensive, intensive, or semi-intensive green roofs, electrical wiring, water supply and plumbing systems, sewage systems, storm water runoff systems, lighting systems, building envelope, windows, ceilings, flooring, or doors, including security doors.

(B) Repair, replacement, or installation of heating, ventilation, or air conditioning systems, including insulation, and conducting indoor air quality assessments.

(C) Compliance with fire, health, seismic, and safety codes, including professional installation of fire and life safety alarms, and modernizations, renovations, and repairs that ensure that the community college's facilities are prepared for emergencies, such as improving building infrastructure to accommodate security measures and installing or upgrading technology to ensure that the community college is able to respond to emergencies such as acts of terrorism, campus violence, and natural disasters.

(D) Retrofitting necessary to increase the energy efficiency of the community college's facilities.

(E) Modifications necessary to make facilities accessible in compliance with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).

(F) Abatement, removal, or interim controls of asbestos, polychlorinated biphenyls, mold, mildew, or lead-based hazards, including lead-based paint hazards from the community college's facilities.

(G) Modernization, renovation, or repair necessary to reduce the consumption of coal, electricity, land, natural gas, oil, or water.

(H) Modernization, renovation, and repair relating to improving science and engineering laboratories, libraries, or instructional facilities.

(I) Installation or upgrading of educational technology infrastructure.

(J) Installation or upgrading of renewable energy generation and heating systems, including solar, photovoltaic, wind, biomass (including wood pellet and woody biomass), waste-to-energy, solar-thermal and geothermal systems, and energy audits.

(K) Other modernization, renovation, or repair projects that are primarily for instruction, research, or student housing.

(L) Required environmental remediation related to modernization, renovation, or repair described in subparagraphs (A) through (K).

(2) GREEN SCHOOL REQUIREMENT.—A community college receiving assistance through a loan described in subsection (a)(1)(A), a capital campaign described in subsection (a)(1)(B), or a loan from a revolving loan fund described in subsection (a)(1)(C) shall use not less than 50 percent of such assistance to carry out projects for construction, modernization, renovation, or repair that are certified, verified, or consistent with the applicable provisions of—

(A) the LEED Green Building Rating System;

(B) Energy Star;

(C) the CHPS Criteria, as applicable;

(D) Green Globes; or

(E) an equivalent program adopted by the State or the State higher education agency that includes a verifiable method to demonstrate compliance with such program.

(3) PROHIBITED USES OF FUNDS.—

(A) IN GENERAL.—No funds awarded under this section may be used for—

(i) payment of maintenance costs;

(ii) construction, modernization, renovation, or repair of stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public; or

(iii) construction, modernization, renovation, or repair of facilities—

(I) used for sectarian instruction, religious worship, or a school or department of divinity; or

(II) in which a substantial portion of the functions of the facilities are subsumed in a religious mission.

(B) FOUR-YEAR INSTITUTIONS.—No funds awarded to a four-year public institution of higher education under this section may be used for any facility, service, or program of the institution that is not available to students who are pursuing a degree or certificate that is not a bachelor's, master's, professional, or other advanced degree.

(d) APPLICATION OF GEPA.—The grant program authorized in this section is an applicable program (as that term is defined in section 400 of the General Education Provisions Act (20 U.S.C. 1221)) subject to section 439 of such Act (20 U.S.C. 1232b). The Secretary shall, notwithstanding section 437 of such Act (20 U.S.C. 1232) and section 553 of title 5, United States Code, establish such program rules as may be necessary to implement such grant program by notice in the Federal Register.

(e) CONCURRENT FUNDING.—Funds made available under this section shall not be used to assist any community college that receives funding for the construction, modernization, renovation, and repair of facilities under any other program under this Act, the Higher Education Act of 1965, or the American Recovery and Reinvestment Act of 2009.

(f) REPORTS BY THE STATES.—Each State that receives a grant under this section shall, not later than September 30, 2012, and annually thereafter for each fiscal year in which the State expends funds received under this section, submit to the Secretary a report that includes—

(1) a description the projects for which the grant funding was, or will be, used;

(2) a list of the community colleges that have received, or will receive, assistance from the grant through a loan described in subsection (a)(1)(A), a capital campaign described in subsection (a)(1)(B), or a loan from a revolving loan fund described in subsection (a)(1)(C); and

(3) a description of the amount and nature of the assistance provided to each such college.

(g) REPORT BY THE SECRETARY.—The Secretary shall submit to the authorizing committees (as defined in section 103 of the Higher Education Act of 1965) an annual report on the grants made under this section, including the information described in subsection (f).

(h) DEFINITIONS.—

(1) COMMUNITY COLLEGE.—As used in this section, the term ''community college'' means—

(A) a junior or community college, as such term is defined in section 312(f) of the Higher Education Act of 1965 (20 U.S.C. 1085(f)); or

(B) a four-year public institution of higher education (as defined in section 101 of the Higher Education Act of 1965) that awards a significant number of degrees and certificates that are not—

(i) bachelor's degrees (or an equivalent); or

(ii) master's, professional, or other advanced degrees.

(2) CHPS CRITERIA.—The term ''CHPS Criteria'' means the green building rating program

developed by the Collaborative for High Performance Schools.

(3) ENERGY STAR.—The term ''Energy Star'' means the Energy Star program of the United States Department of Energy and the United States Environmental Protection Agency.

(4) GREEN GLOBES.—The term ''Green Globes'' means the Green Building Initiative environmental design and rating system referred to as Green Globes.

(5) LEED GREEN BUILDING RATING SYSTEM.—The term ''LEED Green Building Rating System'' means the United States Green Building Council Leadership in Energy and Environmental Design green building rating standard referred to as the LEED Green Building Rating System.

(6) SECRETARY.—The term ''Secretary'' means the Secretary of Education.

(7) STATE.—The term ''State'' has the meaning given such term in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003).

(i) AVAILABILITY OF FUNDS.—There are authorized to be appropriated, and there are appropriated, to carry out this section (in addition to any other amounts appropriated to carry out this section and out of any money in the Treasury not otherwise appropriated), $2,500,000,000 for fiscal year 2011, which shall remain available until expended.

TITLE IV—EARLY LEARNING CHALLENGE FUND

SEC. 401. PURPOSE.

The purpose of this title is to provide grants on a competitive basis to States for the following:

(1) To promote standards reform of State early learning programs serving children from birth through age 5 in order to support the healthy development and improve the school readiness outcomes of young children.

(2) To establish a high standard of quality in early learning programs that integrates appropriate early learning and development standards across early learning settings.

(3) To fund and implement quality initiatives that improve the skills and effectiveness of early learning providers, and improve the quality of existing early learning programs, in order to increase the number of disadvantaged children who participate in comprehensive and high-quality early learning programs.

(4) To ensure that a greater number of disadvantaged children enter kindergarten with the cognitive, social, emotional, and physical skills and abilities needed to be successful in school.

(5) To increase parents' abilities to access comprehensive and high quality early learning programs across settings for their children.

SEC. 402. PROGRAMS AUTHORIZED.

(a) QUALITY PATHWAYS GRANTS.—The Secretary shall use funds made available to carry out this title for a fiscal year to award grants on a competitive basis to States in accordance with section 403.

(b) DEVELOPMENT GRANTS.—The Secretary shall use funds made available to carry out this title for a fiscal year to award grants in accordance with section 404 on a competitive basis to States that demonstrate a commitment to establishing a system of early learning that will include the components described in section 403(c)(3) but are not—

(1) eligible to be awarded a grant under subsection (a); or

(2) are not awarded such a grant after application.

(c) RESERVATIONS OF FEDERAL FUNDS.—

(1) RESEARCH, EVALUATION, AND ADMINISTRATION.—From the amount made available to carry out this title for a fiscal year, the Secretary—

(A) shall reserve up to 2 percent jointly to administer this title with the Secretary of Health and Human Services; and

(B) shall reserve up to 3 percent to carry out activities under section 405.

(2) TRIBAL SCHOOL READINESS PLANNING DEMONSTRATION.—After making the reservations under paragraph (1), the Secretary shall reserve 0.25 percent for a competitive grant program for Indian tribes to develop and implement school readiness plans that—

(A) are coordinated with local educational agencies serving children who are members of the tribe; and

(B) include American Indian and Alaska Native Head Start and Early Head Start programs, tribal child care programs, Indian Health Service programs, and other tribal programs serving children.

(3) QUALITY PATHWAYS GRANTS.—

(A) IN GENERAL.—From the amount made available to carry out this title for a fiscal year and not reserved under paragraph (1) or (2), the Secretary shall reserve a percent (which shall be not greater than 65 percent for fiscal years 2010 through 2012 and not greater than 85 percent for fiscal year 2013 and each succeeding fiscal year) determined under subparagraph (B) to carry out subsection (a).

(B) DETERMINATION OF AMOUNT.—In determining the amount to reserve under subparagraph (A), the Secretary, consistent with section 403(e), shall take into account the following:

(i) The total number of States determined by the Secretary to qualify for receipt of a grant under this title for the year.

(ii) The number of children under age 5 from low-income families in each State with an approved application under section 403 for the year.

(C) REALLOCATION.—For fiscal year 2013 and subsequent fiscal years, the Secretary may reallocate funds allocated for development grants under subsection (b) for the purpose of providing additional grants under subsection (a), if the Secretary determines that there is an insufficient number of applications that meet the requirements for a grant under subsection (b).

(d) STATE APPLICATIONS.—In applying for a grant under this title, a State—

(1) shall designate a State-level entity for administration of the grant;

(2) shall coordinate proposed activities with the State Advisory Council on Early Childhood Education and Care (established pursuant to section 642B(b)(1)(A) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A))) and shall incorporate plans and recommendations from such Council in the application, where applicable; and

(3) otherwise shall submit the application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

(e) PRIORITY IN AWARDING GRANTS.—In awarding grants under this title, the Secretary shall give priority to States—

(1) whose applications contain assurances that the State will use, in part, funds reserved under section 658G of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858e) for activities described in section 403(f);

(2) that will commit to dedicating a significant increase, in comparison to recent fiscal years, in State expenditures on early learning programs and services; and

(3) that demonstrate efforts to build public-private partnerships designed to accomplish the purposes of this title.

(f) MAINTENANCE OF EFFORT.—

(1) IN GENERAL.—With respect to each period for which a State is awarded a grant under this title, the aggregate expenditures by the State and its political subdivisions on early learning programs and services shall be not less than the level of the expenditures for such programs and services by the State and its political subdivisions for fiscal year 2006.

(2) STATE EXPENDITURES.—For purposes of paragraph (1), expenditures by the State on early learning programs and services shall include, at a minimum, the following:

(A) State matching and maintenance of effort funds for the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.).

(B) State matching funds for the State Advisory Council on Early Childhood Education and Care (established pursuant to section 642B(b)(1)(A) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A))).

(C) State expenditures on public pre-kindergarten, Head Start (including Early Head Start), and other State early learning programs and services dedicated to children (including State expenditures under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.)).

(g) PROHIBITIONS ON USE OF FUNDS.—Funds under this title may not be used for any of the following:

(1) Assessments that provide rewards or sanctions for individual children or teachers.

(2) A single assessment used as the primary or sole method for assessing program effectiveness.

(3) Evaluating children other than for—

(A) improving instruction or classroom environment;

(B) targeting professional development;

(C) determining the need for health, mental health, disability, or family support services;

(D) informing the quality improvement process at the State level;

(E) program evaluation for the purposes of program improvement and parent information; or

(F) research conducted as part of the national evaluation required by section 405(2).

(h) FEDERAL ADMINISTRATION.—

(1) IN GENERAL.—With respect to this title, the Secretary shall bear responsibility for obligating and disbursing funds and ensuring compliance with applicable laws and administrative requirements, subject to paragraph (2).

(2) INTERAGENCY AGREEMENT.—The Secretary of Education and the Secretary of Health and Human Services shall jointly administer this title on such terms as such secretaries shall set forth in an interagency agreement.

SEC. 403. QUALITY PATHWAYS GRANTS.

(a) GRANT PERIOD.—Grants under section 402(a)—

(1) may be awarded for a period not to exceed 5 years; and

(2) may be renewed, subject to approval by the Secretary, and based on the State's progress in—

(A) increasing the percentage of disadvantaged children in each age group (infants, toddlers, and preschoolers) who participate in high-quality early learning programs;

(B) increasing the number of high-quality early learning programs in low-income communities;

(C) implementing an early learning system that includes the components described in subsection (c)(3); and

(D) incorporating the findings and recommendations reported by the commission established under section 405(1) into the State system of early learning.

(b) MATCHING REQUIREMENT.—

(1) IN GENERAL.—Subject to subsection (g), to be eligible to receive a grant under section 402(a), a State shall contribute to the activities assisted under the grant non-Federal matching funds in an amount equal to not less than the applicable percent of the amount of the grant.

(2) APPLICABLE PERCENT.—For purposes of paragraph (1), the applicable percent means—

(A) 10 percent in the first fiscal year of the grant;

(B) 10 percent in the second fiscal year of the grant;

(C) 15 percent in the third fiscal year of the grant; and

(D) 20 percent in the fourth fiscal year of the grant and subsequent fiscal years.

(3) NON-FEDERAL FUNDS.—A State may use the following to satisfy the requirement of paragraph (1):

(A) Cash.

(B) In-kind contributions for the acquisition, construction, or improvement of early learning

program facilities serving disadvantaged children.

(C) Technical assistance related to subparagraph (B).

(4) PRIVATE CONTRIBUTIONS.—Private contributions made as part of public-private partnerships to increase the number of low-income children in high-quality early learning programs in a State may be used by the State to satisfy the requirement of paragraph (1).

(5) FINANCIAL HARDSHIP WAIVER.—The Secretary may waive or reduce the non-Federal share of a State that has submitted an application for a grant under section 402(a) if the State demonstrates a need for such waiver or reduction due to extreme financial hardship, as defined by the Secretary by regulation.

(c) STATE APPLICATIONS.—In order to be considered for a grant under section 402(a), a State's application under section 402(d) shall include the following:

(1) A description of how the State will use the grant to implement quality initiatives to improve early learning programs serving disadvantaged children from birth to age 5 to lead to a greater percentage of such children participating in higher quality early learning programs.

(2) A description of the goals and benchmarks the State will establish to lead to a greater percentage of disadvantaged children participating in higher quality early learning programs to improve school readiness outcomes, including an established baseline of the number of disadvantaged children in high-quality early learning programs.

(3) A description of how the State will implement a governance structure and a system of early learning programs and services that includes the following components:

(A) Not later than 12 months after receiving notice of an award of the grant, complete State early learning and development standards that include social and emotional, cognitive, and physical development domains, and approaches to learning that are developmentally appropriate (including culturally and linguistically appropriate) for all children.

(B) A process to ensure that State early learning and development standards are integrated into the instructional and programmatic practices of early learning programs and services, including services provided to children under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.).

(C) A program rating system that builds on licensing requirements, as appropriate, and other State regulatory standards and that—

(i) is designed to improve quality and effectiveness across different types of early learning settings;

(ii) integrates evidence-based program quality standards that reflect standard levels of quality and has progressively higher levels of program quality;

(iii) integrates the State's early learning and development standards for the purpose of improving instructional and programmatic practices;

(iv) addresses quality and effective inclusion of children with disabilities or developmental delays across different types of early learning settings;

(v) addresses staff qualifications and professional development;

(vi) provides financial incentives and other supports to help programs meet and sustain higher levels of quality;

(vii) includes mechanisms for evaluating how programs are meeting those standards and progressively higher levels of quality; and

(viii) includes a mechanism for public awareness and understanding of the program rating system, including rating levels of individual programs.

(D) A system of program review and monitoring that is designed to rate providers using the system described in subparagraph (C) and to assess and improve programmatic practices, instructional practices, and classroom environment.

(E) A process to support early learning programs integrating instructional and programmatic practices that—

(i) include developmentally appropriate (including culturally and linguistically appropriate), ongoing, classroom-based instructional assessments for each domain of child development and learning (including social and emotional, cognitive, and physical development domains and approaches to learning) to guide and improve instructional practice, professional development of staff, and services; and

(ii) are aligned with the curricula used in the early learning program and with the State early learning and development standards or the Head Start Child Outcomes Framework (as described in the Head Start Act), as applicable.

(F) Minimum preservice early childhood development and education training requirements for providers in early learning programs.

(G) A comprehensive plan for supporting the professional preparation and the ongoing professional development of an effective, well-compensated early learning workforce, which plan includes training and education that is sustained, intensive, and classroom-focused and leads toward a credential or degree and is tied to improved compensation.

(H) An outreach strategy to promote understanding by parents and families of—

(i) how to support their child's early development and learning;

(ii) the State's program rating system, as described in subparagraph (C); and

(iii) the rating of the program in which their child is enrolled.

(I) A coordinated system to facilitate screening, referral, and provision of services related to health, mental health, disability, and family support for children participating in early learning programs.

(J) A process for evaluating school readiness in children that reflects all of the major domains of development, and that is used to guide practice and improve early learning programs.

(K) A coordinated data infrastructure that facilitates—

(i) uniform data collection about the quality of early learning programs, essential information about the children and families that participate in such programs, and the qualifications and compensation of the early learning workforce in such programs; and

(ii) alignment and interoperability between the data system for early learning programs for children and data systems for elementary and secondary education.

(4) A description of how the funds provided under the grant will be targeted to prioritize increasing the number and percentage of low-income children in high-quality early learning programs, including children—

(A) in each age group (infants, toddlers, and preschoolers);

(B) with developmental delays and disabilities;

(C) with limited English proficiency; and

(D) living in rural areas.

(5) An assurance that the grant will be used to improve the quality of early learning programs across a range of types of settings and providers of such programs.

(6) A description of the steps the State will take to make progress toward including all center-based child care programs, family child care programs, State-funded prekindergarten, Head Start programs, and other early learning programs, such as those funded under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) or receiving funds under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.) in the State program rating system described in paragraph (3)(C).

(7) An assurance that the State, not later than 18 months after receiving notice of an award of the grant, will conduct an analysis of the alignment of the State's early learning and development standards with—

(A) appropriate academic content standards for grades kindergarten through 3; and

(B) elements of program quality standards for early learning programs.

(8) An assurance that the grant will be used only to supplement, and not to supplant, Federal, State, and local funds otherwise available to support existing early learning programs and services.

(9) A description of any disparity by age group (infants, toddlers, and preschoolers) of available high-quality early learning programs in low-income communities and the steps the State will take to decrease such disparity, if applicable.

(10) A description of how the State early learning and development standards will address the needs of children with limited English proficiency, including by incorporating benchmarks related to English language development.

(11) A description of how the State's professional development plan will prepare the early learning workforce to support the early learning needs of children with limited English proficiency.

(12) A description of how the State will improve interagency collaboration and coordinate the purposes of this title with the activities funded under—

(A) section 658G of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858e);

(B) section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.);

(C) title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.);

(D) State-funded pre-kindergarten programs (where applicable);

(E) Head Start programs; and

(F) other early childhood programs and services.

(13) A description of how the State's early learning policies, including child care policies, facilitate access to high-quality early learning programs for children from low-income families.

(14) An assurance that the State will continue to participate in part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.) for the duration of the grant.

(d) CRITERIA USED IN AWARDING GRANTS.—In awarding grants under section 402(a), the Secretary shall evaluate the applications, and award grants under such section on a competitive basis, based on—

(1) the quality of the application submitted pursuant to section 402(d);

(2) the priority factors described in section 402(e);

(3) evidence of significant progress in establishing a system of early learning for children that includes the components described in subsection (c)(3); and

(4) the State's capacity to fully complete implementation of such a system.

(e) CRITERION USED IN DETERMINING AMOUNT OF AWARD.—In determining the amount to award a State under section 402(a), the Secretary shall take into account—

(1) the proportion of children under age 5 from low-income families in the State relative to such proportion in other States; and

(2) the State plan and capacity to implement the criteria described in paragraphs (3) and (4) of subsection (d).

(f) STATE USES OF FUNDS.—

(1) IN GENERAL.—A State receiving a grant under section 402(a) shall use the grant as follows:

(A) Not less than 65 percent of the grant amount shall be used for two or more of the following activities to improve the quality of early learning programs serving disadvantaged children:

(i) Initiatives that improve the credentials of early learning providers and are tied to increased compensation.

(ii) Initiatives that help early learning programs meet and sustain higher program quality standards, such as—

(I) improving the ratio of early learning provider to children in early learning settings;

(II) reducing group size;

(III) improving the qualifications of early learning providers; and

(IV) supporting effective education and training for early learning providers.

(iii) Implementing classroom observation assessments and data-driven decisions (which may include implementation of a research-based prevention and intervention framework designed to build social competence and prevent challenging behaviors) tied to activities that improve instructional practices, programmatic practices, or classroom environment and promote school readiness.

(iv) Providing financial incentives to early learning programs—

(I) for undertaking quality improvements that promote healthy development and school readiness; and

(II) maintaining quality improvements that promote healthy development and school readiness.

(v) Integrating State early learning and development standards into instructional and programmatic practices in early learning programs.

(vi) Providing high-quality, sustained, intensive, and classroom-focused professional development that improves the knowledge and skills of early learning providers, including professional development related to meeting the needs of diverse populations.

(vii) Building the capacity of early learning programs and communities to promote the understanding of parents and families of the State's early learning system and the rating of the program in which their child is enrolled and to encourage the active involvement and engagement of parents and families in the learning and development of their children.

(viii) Building the capacity of early learning programs and communities to facilitate screening, referral, and provision of services related to health, mental health, disability, and family support for children participating in early learning programs.

(ix) Other innovative activities, proposed by the State and approved in advance by the Secretary that are—

(I) based on successful practices;

(II) designed to improve the quality of early learning programs and services; and

(III) advance the system components described in subsection (c)(3).

(B) The remainder of the grant amount may be used for one or more of the following:

(i) Implementation or enhancement of the State's data system described in subsection (c)(3)(K), including interoperability across agencies serving children, and unique child and program identifiers.

(ii) Enhancement of the State's oversight system for early learning programs, including the implementation of a program rating system.

(iii) The development and implementation of measures of school readiness of children that reflect all of the major domains of child development and that inform the quality improvement process.

(2) PRIORITY.—A State receiving a grant under section 402(a) shall use the grant so as to prioritize improving the quality of early learning programs serving children from low-income families.

(g) SPECIAL RULE.—

(1) IN GENERAL.—Beginning with the second fiscal year of a grant under section 402(a), a State with respect to which the Secretary certifies that the State has made sufficient progress in implementing the requirements of the grant may apply to the Secretary to reserve up to 25 percent of the amount of the grant to expand access for children from low-income families to the highest quality early learning programs that offer full-day services, except that the State must agree to contribute for such purpose non-Federal matching funds in an amount equal to not less than 20 percent of the amount reserved under this subsection. One-half of such non-Federal matching funds may be provided by a private entity.

(2) NON-FEDERAL FUNDS.—A State may use the following to satisfy the matching requirement of paragraph (1):

(A) Cash.

(B) In-kind contributions for the acquisition, construction, or improvement of early learning program facilities serving disadvantaged children.

(C) Technical assistance related to subparagraph (B).

(3) FINANCIAL HARDSHIP WAIVER.—The Secretary may waive or reduce the non-Federal share of a State under paragraph (1) if the State demonstrates a need for such waiver or reduction due to extreme financial hardship, as defined by the Secretary by regulation.

(h) IMPROVEMENT PLAN.—If the Secretary determines that a State receiving a grant under section 402(a) is encountering barriers to reaching goals described in subsection (c)(2), the State shall develop a plan for improvement in consultation with, and subject to approval by, the Secretary.

SEC. 404. DEVELOPMENT GRANTS.

(a) GRANT PERIOD.—Grants under section 402(b) may be awarded for a period not to exceed 3 years, and may not be renewed.

(b) STATE USES OF FUNDS.—

(1) IN GENERAL.—A State receiving a grant under section 402(b) shall use the grant to undertake activities to develop the early learning system components described in section 403(c)(3) and that will allow a State to become eligible and competitive for a grant described in section 402(a).

(2) PRIORITY.—A State receiving a grant under section 402(b) shall use the grant so as to prioritize improving the quality of early learning programs serving low-income children.

(c) MATCHING REQUIREMENT.—

(1) IN GENERAL.—To be eligible to receive a grant under section 402(b), a State shall contribute to the activities assisted under the grant non-Federal matching funds in an amount equal to not less than the applicable percent of the amount of the grant.

(2) APPLICABLE PERCENT.—For purposes of paragraph (1), the applicable percent means—

(A) 20 percent in the first fiscal year of the grant;

(B) 25 percent in the second fiscal year of the grant; and

(C) 30 percent in the third fiscal year of the grant.

(3) NON-FEDERAL FUNDS.—A State may use the following to satisfy the requirement of paragraph (1):

(A) Cash.

(B) In-kind contributions for the acquisition, construction, or improvement of early learning program facilities serving disadvantaged children.

(C) Technical assistance related to subparagraph (B).

(4) PRIVATE CONTRIBUTIONS.—Private contributions made as part of public-private partnerships to increase the number of low-income children in high-quality early learning programs in a State may be used by the State to satisfy the requirement of paragraph (1).

(5) FINANCIAL HARDSHIP WAIVER.—The Secretary may waive or reduce the non-Federal share of a State that has submitted an application for a grant under section 402(b) if the State demonstrates a need for such waiver or reduction due to extreme financial hardship, as defined by the Secretary by regulation.

SEC. 405. RESEARCH AND EVALUATION.

From funds reserved under section 402(c)(1), the Secretary of Education and the Secretary of Health and Human Services, acting jointly, shall carry out the following activities:

(1) Establishing a national commission whose duties shall include—

(A) reviewing the status of State and Federal early learning program quality standards and early learning and development standards;

(B) recommending benchmarks for program quality standards and early learning and development standards, including taking into consideration the school readiness needs of children with limited English proficiency; and

(C) reporting to the Secretaries of Education and Health and Human Services not later than 2 years after the date of the enactment of this Act on the commission's findings and recommendations.

(2) Conducting a national evaluation of the grants made under this title through the Institute of Education Science in collaboration with the appropriate research divisions within the Department of Health and Human Services.

(3) Supporting a research collaborative among the Institute of Education Sciences, the National Institute of Child Health and Human Development, the Office of Planning, Research, and Evaluation within the Administration for Children and Families in the Department of Health and Human Services, and, as appropriate, other Federal entities to support research on early learning that can inform improved State and other standards and licensing requirements and improved child outcomes, which collaborative shall—

(A) biennially prepare and publish for public comment a detailed research plan;

(B) support early learning research activities that could include determining—

(i) the characteristics of early learning programs that produce positive developmental outcomes for children;

(ii) the effects of program quality standards on child outcomes;

(iii) the relationships between specific interventions and types of child and family outcomes;

(iv) the effectiveness of early learning provider training in raising program quality and improving child outcomes;

(v) the effectiveness of professional development strategies in raising program quality and improving child outcomes; and

(vi) how to improve the school readiness outcomes of children with limited English proficiency, special needs, and homeless children, including evaluation of professional development programs for working with such children; and

(C) disseminate relevant research findings and best practices.

(4) Evaluating barriers to improving the quality of early learning programs serving low-income children, including evaluating barriers to successful interagency collaboration and coordination, by conducting a review of the statewide strategic reports developed by the State Advisory Councils on Early Care and Education and other relevant reports, reporting the findings of such review to Congress, and disseminating relevant research findings and best practices.

SEC. 406. REPORTING REQUIREMENTS.

(a) REPORTS TO CONGRESS.—For each year in which funding is provided under this title, the Secretary shall submit an annual report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor and Pensions of the Senate on the activities carried out under this title, including, at a minimum, information on the following:

(1) The activities undertaken by States to increase the availability of high-quality early learning programs.

(2) The number of children in high-quality early learning programs, and the change from the prior year, disaggregated by State, age, and race.

(3) The number of early learning providers enrolled, with assistance from funds under this title, in a program to obtain a credential or degree in early childhood education and the settings in which such providers work.

(4) A summary of State progress in implementing a system of early learning with the components described in section 403(c)(3).

(5) A summary of the research activities being conducted under section 405 and the findings of such research.

(b) REPORTS TO SECRETARY.—Each State that receives a grant under this title shall submit to the Secretary an annual report that includes, at a minimum, information on the activities carried out by the State under this title, including the following:

(1) The progress on fully implementing and integrating into a system of early learning each of the components described in section 403(c)(3).

(2) The State's progress in meeting its goals for increasing the number of disadvantaged children participating in high-quality early learning programs, disaggregated by child age.

(3) The number and percentage of disadvantaged children participating in early learning programs at each level of quality, disaggregated by race, family income, child age, disability, and limited English proficiency status.

(4) The number of providers participating in the State quality rating system, disaggregated by setting, rating, and the number of high-quality providers available in low-income communities.

(5) Information on how the funds provided under this title were used to increase the availability of high-quality early learning programs for each age group, disaggregated by race and limited English proficient status, to the maximum extent practicable.

(6) Information on professional development and training expenditures, including—

(A) the number of early learning providers engaged in such activities; and

(B) the number of early learning providers enrolled in programs to obtain a credential or degree in early childhood education, disaggregated by the type of credential and degree.

(7) The change in the number and percentage of early learning providers with appropriate credentials or degrees in early childhood education, including the change in compensation given to such providers, in comparison to the prior fiscal year, disaggregated by early learning setting and the type of credential or degree.

(8) In the case of a State receiving a grant under section 402(a), the percentage of children receiving assistance under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) who participate in the highest quality early learning programs, disaggregated by program setting and child age.

(9) Barriers to expanding access to high-quality early learning programs for disadvantaged children.

SEC. 407. CONSTRUCTION.

Nothing in this title—

(1) shall be construed to require a child to participate in an early learning program; or

(2) shall be used to deny entry to kindergarten for any individual if the individual is legally eligible, as defined by State or local law.

SEC. 408. DEFINITIONS.

For purposes of this title:

(1) CHILD.—The term ''child'' refers to an individual from birth through the day the individual enters kindergarten.

(2) DISADVANTAGED.—The term ''disadvantaged'', when used with respect to a child, means a child whose family income is described in section 658P(4)(B) of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n(4)(B)).

(3) INDIAN TRIBE.—The term ''Indian tribe'' has the meaning given such term in section 637 of the Head Start Act (42 U.S.C. 9832).

(4) LIMITED ENGLISH PROFICIENT.—The term ''limited English proficient'' has the meaning given such term in section 637 of the Head Start Act (42 U.S.C. 9832).

(5) SECRETARY.—The term ''Secretary'' means the Secretary of Education.

(6) STATE.—The term ''State'' has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

SEC. 409. AVAILABILITY OF FUNDS.

There are authorized to be appropriated, and there are appropriated, to carry out this title (in addition to any other amounts appropriated to carry out this title and out of any money in the Treasury not otherwise appropriated) $1,000,000,000 for each of fiscal years 2010 through 2017.

TITLE V—AMERICAN GRADUATION INITIATIVE

SEC. 501. AUTHORIZATION AND APPROPRIATION.

(a) AUTHORIZATION AND APPROPRIATION.—There are authorized to be appropriated, and there are appropriated, to carry out this title (in addition to any other amounts appropriated to carry out this title and out of any money in the Treasury not otherwise appropriated), $730,000,000 for each of the fiscal years 2010 through 2013, and $680,000,000 for each of the fiscal years 2014 through 2019.

(b) ALLOCATIONS.—Of the amount appropriated under subsection (a)—

(1) $630,000,000 shall be made available for each of the fiscal years 2010 through 2013 to carry out section 503;

(2) $630,000,000 shall be made available for each of the fiscal years 2014 through 2019 to carry out section 504;

(3) $50,000,000 shall be made available for each of the fiscal years 2010 through 2019 to carry out subsection (a) of section 505; and

(4) $50,000,000 shall be made available for each of the fiscal years 2010 through 2013 to carry out subsections (b) and (c) of section 505.

(c) RESPONSIBILITY.—

(1) IN GENERAL.—With respect to sections 503 and 504, the Secretary of Education shall bear the responsibility for obligating and disbursing funds under such sections and ensuring compliance with applicable law and administrative requirements, subject to paragraph (2).

(2) INTERAGENCY AGREEMENT.—The Secretary of Education and the Secretary of Labor shall jointly administer sections 503 and 504 on such terms as such Secretaries shall set forth in an interagency agreement.

SEC. 502. DEFINITIONS; GRANT PRIORITY.

(a) DEFINITIONS.—In this title:

(1) AREA CAREER AND TECHNICAL EDUCATION SCHOOL.—The term ''area career and technical education school'' has the meaning given such term in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302).

(2) COMMUNITY COLLEGE.—The term ''community college'' means a public institution of higher education at which the highest degree that is predominantly awarded to students is an associate's degree.

(3) ELIGIBLE ENTITY.—The term ''eligible entity'' means—

(A) a community college or community college district;

(B) an area career and technical education school;

(C) a public four-year institution of higher education that—

(i) offers two-year degrees;

(ii) will use funds provided under this section for activities at the certificate and associate degree levels; and

(iii) is not reasonably close, as determined by the Secretary, to a community college;

(D) a public four-year institution of higher education that is in partnership with an eligible entity described in subparagraph (A), (B), or (C);

(E) a State that—

(i) is in compliance with section 137 of the Higher Education Act of 1965 (20 U.S.C. 1015f);

(ii) has an articulation agreement pursuant to section 486A of such Act (20 U.S.C. 1093a); and

(iii) is in partnership with an eligible entity described in subparagraph (A), (B), (C), or (D); or

(F) a consortium of at least 2 entities described in subparagraphs (A) through (E).

(4) INDUSTRY OR SECTOR PARTNERSHIP.—The term ''industry or sector partnership'' has the meaning given such term in section 782(f) of the Higher Education Act of 1965.

(5) INSTITUTION OF HIGHER EDUCATION.—The term ''institution of higher education'' has the meaning given such term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

(6) PHILANTHROPIC ORGANIZATION.—The term ''philanthropic organization'' has the meaning given such term in section 781(i) of the Higher Education Act of 1965 (20 U.S.C. 1141(i)).

(7) SECRETARY.—The term ''Secretary'' means the Secretary of Education.

(8) STATE.—The term ''State'' has the meaning given such term in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003).

(9) STATE PUBLIC EMPLOYMENT SERVICE.—The term ''State public employment service'' refers to a State public employment service established under the Wagner-Peyser Act (29 U.S.C. 49 et seq.).

(10) STATE WORKFORCE INVESTMENT BOARD; LOCAL WORKFORCE INVESTMENT BOARD.—The terms ''State workforce investment board'' and ''local workforce investment board'' refer to a State workforce investment board established under section 111 of the Workforce Investment Act (29 U.S.C. 2821) and a local workforce investment board established under section 117 of such Act (29 U.S.C. 2832), respectively.

(11) SUPPORTIVE SERVICES.—The term ''supportive services'' has the meaning given such term in section 101(46) of the Workforce Investment Act of 1998 (29 U.S.C. 2801(46)).

(b) GRANT PRIORITY.—In addition to any grant priorities established under any other provision of this title, the Secretary, in awarding grants under this title, shall give priority to applications focused on serving low-income, nontraditional students who do not have a bachelor's degree, and who have one or more of the following characteristics:

(1) Are the first generation in their family to attend college.

(2) Have delayed enrollment in college.

(3) Have dependents.

(4) Are independent students.

(5) Work at least 25 hours per week.

(6) Are out-of-school youth without a high school diploma.

SEC. 503. GRANTS TO ELIGIBLE ENTITIES FOR COMMUNITY COLLEGE REFORM.

(a) PROGRAM AUTHORIZATION.—

(1) GRANTS AUTHORIZED.—

(A) IN GENERAL.—Subject to paragraph (2), from the amount appropriated to carry out this section, the Secretary, in coordination with the Secretary of Labor, shall award grants to eligible entities, on a competitive basis, to establish and support programs described in subparagraph (B) at eligible entities described in subparagraphs (A) through (D) of section 502(a)(3).

(B) PROGRAMS.—The programs to be established and supported with grants under subparagraph (A) (and carried out through activities described in subsection (f)) shall be programs—

(i) that are—

(I) innovative programs; or

(II) programs of demonstrated effectiveness, based on the evaluations of similar programs funded by the Department of Education or the Department of Labor, or other research of similar programs; and

(ii) that lead to the completion of a postsecondary degree, certificate, or industry-recognized credential leading to a skilled occupation in a high-demand industry.

(2) LIMITATION.—For each fiscal year for which funds are appropriated to carry out this

section, the aggregate amount of the grants awarded to eligible entities that are States, or consortia that include a State, shall be not more than 50 percent of the total amount appropriated under section 501(b)(1) for such fiscal year.

(3) PROHIBITION.—The Secretary shall not award a grant to an eligible entity for the same activities that are being supported by other Federal funds.

(b) GRANT DURATION AND AMOUNT.—

(1) DURATION.—A grant under this section shall be awarded to an eligible entity for a 4-year period, except that if the Secretary determines that the eligible entity has not made demonstrable progress in achieving the benchmarks developed pursuant to subsection (g) by the end of the third year of such grant period, no further grant funds shall be made available to the entity after the date of such determination.

(2) AMOUNT.—The minimum amount of a total grant award under this section over the 4-year period of the award shall be $750,000.

(c) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to eligible entities that—

(1) enter into partnerships with—

(A) philanthropic or research organizations with expertise in meeting the goals of this section;

(B) businesses or industry or sector partnerships that—

(i) design and implement programs described in subsection (a)(1)(B);

(ii) pay a portion of the costs of such programs; and

(iii) agree to collaborate with one or more eligible entities to hire individuals who have completed a particular postsecondary degree, certificate, or credential program; or

(C) labor organizations that provide technical expertise for occupationally specific education necessary for an industry-recognized credential leading to a skilled occupation in a high-demand industry; or

(2) are institutions of higher education eligible for assistance under title III or V of the Higher Education Act of 1965, or consortia that include such an institution.

(d) FEDERAL AND NON-FEDERAL SHARE; SUPPLEMENT, NOT SUPPLANT.—

(1) FEDERAL SHARE.—The amount of the Federal share under this section for a fiscal year shall be not greater than ½ of the costs of the programs, services, and policies described in subsection (f) that are carried out under the grant.

(2) NON-FEDERAL SHARE.—

(A) IN GENERAL.—The amount of the non-Federal share under this section for a fiscal year shall be not less than ½ of the costs of the programs, services, and policies described in subsection (f) that are carried out under the grant. The non-Federal share may be in cash or in kind, and may be provided from State resources, local resources, contributions from private organizations, or a combination thereof.

(B) FINANCIAL HARDSHIP WAIVER.—The Secretary may waive or reduce the non-Federal share of an eligible entity that has submitted an application under this section if the entity demonstrates a need for such waiver or reduction due to extreme financial hardship, as defined by the Secretary by regulation.

(3) SUPPLEMENT, NOT SUPPLANT.—The Federal and non-Federal shares required by this section shall be used to supplement, and not supplant, State and private resources that would otherwise be expended to establish and support programs described in subsection (a)(1)(B) at eligible entities.

(e) APPLICATION.—An eligible entity seeking to receive a grant under this section shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require. Such application shall describe the programs under subsection (a)(1)(B) that the eligible entity will carry out using the grant funds, (including the programs, services, and policies under subsection (f)), including—

(1) the goals of such programs, services, and policies;

(2) how the eligible entity will allocate grant funds for such programs, services, and policies;

(3) how such programs, services, and policies, and the resources of the eligible entity, will enable the eligible entity to meet the benchmarks developed pursuant to subsection (g), and how the eligible entity will track and report the entity's progress in reaching such benchmarks;

(4) how the eligible entity will use such programs, services, and policies to establish quantifiable targets for improving graduation rates and employment-related outcomes;

(5) how the eligible entity will serve high-need populations through such programs, services, and policies;

(6) how the eligible entity will partner with industry or sector partnerships in the State, the State public employment service, and State or local workforce investment boards in carrying out such programs, services, and policies;

(7) an assurance that the eligible entity will share information with the Learning and Earning Research Center established under section 505(b), once such Center is established;

(8) an assurance that the eligible entity will participate in the evaluation of such programs, services, and policies under subsection (i); and

(9) the potential for such programs, services, and policies to be replicated at other institutions of higher education.

(f) USES OF FUNDS.—An eligible entity receiving a grant under this section shall use the grant funds to carry out the programs described in subsection (a)(1)(B), which shall include at least 2 of the following activities:

(1) Developing and implementing policies and programs to expand opportunities for students at eligible entities described in subparagraphs (A) through (D) of section 502(a)(3) to earn bachelor's degrees by—

(A) facilitating the transfer of academic credits between institutions of higher education, including the transfer of academic credits for courses in the same field of study; and

(B) expanding articulation agreements and guaranteed transfer agreements between such institutions, including through common course numbering and general core curriculum.

(2) Expanding, enhancing, or creating academic programs or training programs, which shall be carried out with industry or sector partnerships or in partnership with employers and may include other relevant partners, that provide relevant job-skill training (including apprenticeships and worksite learning and training opportunities) for skilled occupations in high-demand industries.

(3) Providing student support services, including—

(A) intensive career and academic advising;

(B) labor market information and job counseling; and

(C) transitional job support, supportive services, or assistance in connecting students with community resources.

(4) Creating workforce programs that provide a sequence of education and occupational training that leads to industry-recognized credentials, including programs that—

(A) blend basic skills and occupational training that lead to industry-recognized credentials;

(B) integrate developmental education curricula and instruction with for-credit coursework toward degree or certificate pathways; or

(C) advance individuals on a career path toward high-wage occupations in high-demand industries.

(5) Building or enhancing linkages, including the development of dual enrollment programs and early college high schools, between—

(A) secondary education or adult education programs (including programs established under the Carl D. Perkins Career and Technical Education Act of 2006 and title II of the Workforce Investment Act of 1998 (29 U.S.C. 9201 et seq.)); and

(B) eligible entities described in subparagraphs (A) through (D) of section 502(a)(3).

(6) Implementing other innovative programs, services, and policies designed to—

(A) increase postsecondary degree, certificate, and industry-recognized credential completion rates, particularly with respect to groups underrepresented in higher education, at eligible entities described in subparagraphs (A) through (D) of section 502(a)(3); and

(B) increase the provision of training for students to enter skilled occupations in high-demand industries.

(7) Improving the timeliness of the process for creating degree, certificate, and industry-recognized credential programs at eligible entities described in subparagraphs (A) through (D) of section 502(a)(3) that—

(A) reflect and respond to regional labor market developments and trends;

(B) effectively address the workforce needs of employers in the State; and

(C) are designed in consultation with such employers.

(g) BENCHMARKS.—

(1) IN GENERAL.—Each eligible entity receiving a grant under this section shall develop quantifiable benchmarks on the following indicators (where applicable), to be approved by the Secretary:

(A) Closing gaps in enrollment and completion rates for—

(i) groups underrepresented in higher education; and

(ii) groups of students enrolled at the eligible entity (or at an institution of higher education under the jurisdiction of the eligible entity, in the case of an entity that is not an institution) who have the lowest enrollment and completion rates.

(B) Addressing local and regional workforce needs.

(C) Establishing articulation agreements between two-year and four-year public institutions of higher education within a State.

(D) Improving comprehensive employment and educational outcomes for postsecondary education and training programs, including—

(i) student persistence from one academic year to the following academic year;

(ii) the number of credits students earn toward a certificate or an associate's degree;

(iii) the number of students in developmental education courses who subsequently enroll in credit bearing coursework;

(iv) transfer of general education credits between institutions of higher education, as applicable;

(v) completion of industry-recognized credentials or associate's degrees to work in skilled occupations in high-demand industries;

(vi) transfers to four-year institutions of higher education; and

(vii) job placement related to skills training or associate's degree completion.

(2) REPORT.—The eligible entity receiving such a grant shall annually measure and report to the Secretary the progress of the entity in achieving the benchmarks developed pursuant to paragraph (1).

(h) PROVISION OF TRANSFER OF CREDIT INFORMATION IN COMMUNITY COLLEGE COURSE SCHEDULES.—To the maximum extent practicable, each community college receiving a grant under this section shall include in each electronic and printed publication of the college's course schedule, in a manner of the college's choosing, for each course listed in the college's course schedule, whether such course is transferable for credit toward the completion of a 4-year baccalaureate degree at a public institution of higher education in the State in which the college is located.

(i) EVALUATION.—The Secretary shall allocate not more than two percent of the funds appropriated under section 501(b)(1) to the Institute of

Education Sciences to conduct evaluations, ending not later than January 30, 2014, that—

(1) assess the effectiveness of the grant programs carried out by each eligible entity receiving such a grant in—

(A) improving postsecondary education completion rates (disaggregated by age, race, ethnicity, sex, income, and disability);

(B) improving employment-related outcomes for students served by such programs;

(C) serving high-need populations; and

(D) building or enhancing working partnerships with the State public employment service or State or local workforce investment boards; and

(2) include any other information or assessments the Secretary may require.

(j) REPORT.—The Secretary shall submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Labor of the House of Representatives an annual report on grants awarded under this section, including—

(1) the amount awarded to each eligible entity under this section;

(2) a description of the activities conducted by each eligible entity receiving a grant under this section; and

(3) a summary of the results of the evaluations submitted to the Secretary under subsection (i) and the progress each eligible entity made toward achieving the benchmarks developed under subsection (g).

SEC. 504. GRANTS TO ELIGIBLE STATES FOR COMMUNITY COLLEGE PROGRAMS.

(a) PROGRAM AUTHORIZATION.—From the amount appropriated to carry out this section, the Secretary, in coordination with the Secretary of Labor, shall award grants to eligible States, on a competitive basis, to implement the systematic reform of community colleges located in the State by carrying out programs, services, and policies that demonstrated effectiveness under the evaluation described in section 503(i).

(b) ELIGIBLE STATE.—In this section, the term ''eligible State'' means a State that demonstrates to the Secretary in the application submitted pursuant to subsection (e) that the State—

(1) has a plan under section 782 of the Higher Education Act of 1965 to increase the State's rate of persistence in and completion of postsecondary education that takes into consideration and involves community colleges located in such State;

(2) has a statewide longitudinal data system that includes data with respect to community colleges;

(3) has an articulation agreement pursuant to section 486A of the Higher Education Act of 1965 (20 U.S.C. 1093a);

(4) is in compliance with section 137 of such Act (20 U.S.C. 1015f); and

(5) meets any other requirements the Secretary may require.

(c) GRANT DURATION; RENEWAL.—A grant awarded under this section shall be awarded to an eligible State for a 6-year period, except that if the Secretary determines that the eligible State has not made demonstrable progress in achieving the benchmarks developed pursuant to subsection (g) by the end of the third year of the grant period, no further grant funds shall be made available to the entity after the date of such determination.

(d) FEDERAL AND NON-FEDERAL SHARE; SUPPLEMENT, NOT SUPPLANT.—

(1) FEDERAL SHARE.—The amount of the Federal share under this section for a fiscal year shall be not greater than ½ of the costs of the reform described in subsection (f) that is carried out with the grant.

(2) NON-FEDERAL SHARE.—

(A) IN GENERAL.—The amount of the Non-Federal share under this section for a fiscal year shall be not less than ½ of the costs of the reform described in subsection (f) that is carried out with the grant. The non-Federal share may be in cash or in kind, and may be provided from State resources, local resources, contributions from private organizations, or a combination thereof.

(B) FINANCIAL HARDSHIP WAIVER.—The Secretary may waive or reduce the non-Federal share of an eligible State that has submitted an application under this section if the State demonstrates a need for such waiver or reduction due to extreme financial hardship, as defined by the Secretary by regulation.

(3) SUPPLEMENT, NOT SUPPLANT.—The Federal and non-Federal share required by this section shall be used to supplement, and not supplant, State and private resources that would otherwise be expended to carry out the systematic reform of community colleges in a State.

(e) APPLICATION.—An eligible State desiring to receive a grant under this section shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require. Such application shall describe the programs, service, and policies to be used by the State to achieve the systematic reform described in subsection (f), including—

(1) the goals of such programs, services, and policies;

(2) how the State will allocate grant funds to carry out such programs, services, and policies, including identifying any State or private entity that will administer such programs, services, and policies;

(3) how such programs, services, and policies will enable the State to—

(A) meet the benchmarks developed pursuant to subsection (g), and how the State will track and report the State's progress in reaching such benchmarks; and

(B) benefit students attending all community colleges within the State;

(4) how the State will use such programs, services, and policies to establish quantifiable targets for improving graduation rates and employment-related outcomes;

(5) how the State will serve high-need populations through such programs, services, and policies;

(6) how the State will partner with the State public employment service and State or local workforce investment boards in carrying out such programs, services, and policies;

(7) how the State will evaluate such programs, services, and policies, which may include participation in national evaluations; and

(8) how the State will involve community colleges and community college faculty in the planning, implementation, and evaluation of such programs, services, and policies.

(f) USES OF FUNDS.—An eligible State receiving a grant under this section shall use the grant funds to implement the systematic reform of community colleges located in the State by carrying out programs, services, and policies that the Secretary has determined to have demonstrated effectiveness based on the results of the evaluation described in section 503(i). States shall allocate not less than 90 percent of such grant funds to community colleges within the State.

(g) BENCHMARKS.—

(1) IN GENERAL.—Each eligible State receiving a grant under this section shall, in consultation with the Secretary, develop quantifiable benchmarks on the indicators identified in section 503(f)(1).

(2) PROGRESS.—An eligible State receiving such a grant shall annually measure and report to the Secretary progress in achieving the benchmarks developed pursuant to paragraph (1).

(h) REPORT.—

(1) REPORTS TO THE SECRETARY.—Each eligible State receiving a grant under this section shall annually submit to the Secretary and the Secretary of Labor a report on such grant, including—

(A) a description of the systematic reform carried out by the State using such grant; and

(B) the outcome of such reform, including the State's progress in achieving the benchmarks developed under subsection (g).

(2) REPORTS TO CONGRESS.—Not later than 6 months after the end of the grant period, the Secretary shall submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Labor of the House of Representatives a summary of the reports submitted under paragraph (1) with respect to such grant period.

(i) SENSE OF CONGRESS.—It is the sense of Congress that—

(1) community colleges play an important role in preparing and training students seeking to enter the workforce;

(2) it is vital that all States have access to the resources and assistance needed to compete for grants authorized under this section; and

(3) in executing the grant program authorized under this section, the Secretary will make available any and all assistance, guidance, and support to States seeking to compete for grants authorized under this section and will work to ensure that such grants are distributed in a fair and equitable manner.

SEC. 505. NATIONAL ACTIVITIES.

(a) OPEN ONLINE EDUCATION.—From the amount appropriated to carry out this section, the Secretary is authorized to make competitive grants to, or enter into contracts with, institutions of higher education, philanthropic organizations, and other appropriate entities to develop, evaluate, and disseminate freely-available high-quality online training, high school courses, and postsecondary education courses. Entities receiving funds under this subsection shall ensure that electronic and information technology activities meet the access standards established under section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794d).

(b) LEARNING AND EARNING RESEARCH CENTER.—

(1) IN GENERAL.—From the amount appropriated to carry out this section, the Director of the Institute of Education Sciences is authorized to award a grant to, or enter into a contract with, an organization with demonstrated expertise in the research and evaluation of community colleges to establish and operate the Learning and Earning Research Center (in this section referred to as the ''Center'').

(2) GRANT TERM.—The grant or contract awarded under this section shall be awarded for a period of not more than 4 years.

(3) BOARD.—The Center shall have an independent advisory board of 9 individuals who—

(A) are appointed by the Secretary, based on recommendations from the organization receiving the grant or contract under this section; and

(B) who have demonstrated expertise in—

(i) data collection;

(ii) data analysis; and

(iii) econometrics, postsecondary education, and workforce development research.

(4) CENTER ACTIVITIES.—The Center shall—

(A) develop—

(i) peer-reviewed metrics to help consumers make sound education and training choices, and to help students, workers, schools, businesses, researchers, and policymakers assess the effectiveness of community colleges, and courses of study at such colleges, in meeting education and employment objectives and serving groups that are underrepresented in postsecondary education;

(ii) common metrics and data elements to measure the education and employment outcomes of students attending community colleges;

(B) coordinate with the Institute of Education Sciences and States receiving a grant under subsection (c) to develop—

(i) standardized data elements, definitions, and data-sharing protocols to make it possible for data systems related to postsecondary education to be linked and interoperable, and for best practices to be shared among States;

(ii) standards and processes for facilitating sharing of data in a manner that safeguards student privacy; and

(C) develop and make widely available materials analyzing best practices and research on successful postsecondary education and training efforts;

(D) make the data and metrics developed pursuant to subparagraph (A) available to the public in a transparent, user-friendly format that is accessible to individuals with disabilities; and

(E) consult with representatives from States with respect to the activities of the Center.

(c) STATE SYSTEMS.—

(1) IN GENERAL.—From the amount appropriated to carry out this section, the Secretary is authorized to award grants to States or consortia of States to establish cooperative agreements to develop, implement, and expand interoperable statewide longitudinal data systems that—

(A) collect, maintain, disaggregate (by institution, income, race, ethnicity, sex, disability, and age), and analyze student data from community colleges, including data on the programs of study and education and employment outcomes for particular students, tracked over time; and

(B) can be linked to other data systems, as applicable, including elementary and secondary education and workforce data systems.

(2) SUPPLEMENT, NOT SUPPLANT.—Funds appropriated to carry out this subsection shall be used to supplement, and not supplant, other Federal and State resources that would otherwise be expended to carry out statewide longitudinal data systems, including funding appropriated for State Longitudinal Data Systems in the American Recovery and Reinvestment Act of 2009 (Public Law 111–5; 123 Stat. 115).

(3) PRIVACY AND ACCESS TO DATA.—

(A) IN GENERAL.—Each State or consortia that receives a grant under this subsection or any other provision of this Act shall implement measures to—

(i) ensure that the statewide longitudinal data system under this subsection and any other data system the State or consortia is operating for the purposes of this Act meet the requirements of section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly known as the ''Family Educational Rights and Privacy Act of 1974'');

(ii) limit the use of information in any such data system by governmental agencies in the State, including State agencies, State educational authorities, local educational agencies, community colleges, and institutions of higher education, to education and workforce related activities under this Act or education and workforce related activities otherwise permitted by Federal or State law;

(iii) prohibit the disclosure of personally identifiable information except as permitted under section 444 of the General Education Provisions Act and any additional limitations set forth in State law;

(iv) keep an accurate accounting of the date, nature, and purpose of each disclosure of personally identifiable information in any such data system, a description of the information disclosed, and the name and address of the person, agency, institution, or entity to whom the disclosure is made, which accounting shall be made available on request to parents of any student whose information has been disclosed;

(v) notwithstanding section 444 of the General Education Provisions Act, require any non-governmental party obtaining personally identifiable information to sign a data use agreement prior to disclosure that—

(I) prohibits the party from further disclosing the information;

(II) prohibits the party from using the information for any purpose other than the purpose specified in the agreement; and

(III) requires the party to destroy the information when the purpose for which the disclosure was made is accomplished;

(vi) maintain adequate security measures to ensure the confidentiality and integrity of any such data system, such as protecting a student record from identification by a unique identifier;

(vii) where rights are provided to parents under this clause, provide those rights to the student instead of the parent if the student has reached the age of 18 or is enrolled in a postsecondary educational institution; and

(viii) ensure adequate enforcement of the requirements of this paragraph.

(B) USE OF UNIQUE IDENTIFIERS.—It shall be unlawful for any Federal, State, or local governmental agency to—

(i) use the unique identifiers employed in such data systems for any purpose other than as authorized by Federal or State law; or

(ii) deny any individual any right, benefit, or privilege provided by law because of such individual's refusal to disclose the individual's unique identifier.

(d) REPORT.—The Secretary shall submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Labor of the House of Representatives an annual report on the amounts awarded to entities receiving grants or contracts under this section, and the activities carried out by such entities under such grants and contracts.

The CHAIR. No amendment to the committee amendment is in order except those printed in House Report 111–256. Each amendment may be offered only in the order printed in the report, by a Member designated in the report, shall be considered read, shall be debatable for the time specified in the report, equally divided and controlled by the proponent and an opponent of the amendment, shall not be subject to amendment, and shall not be subject to a demand for division of the question.

AMENDMENT NO. 1 OFFERED BY MR. GEORGE MILLER OF CALIFORNIA

The CHAIR. It is now in order to consider amendment No. 1 printed in House Report 111–256.

Mr. GEORGE MILLER of California. I have a manager's amendment at the desk.

The CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 1 offered by Mr. GEORGE MILLER of California:

Page 11, after line 21, insert the following new subsection (and redesignate the succeeding subsection accordingly):

(b) MULTIPLE PELL GRANT AWARDS.—Section 401(b)(5) (20 U.S.C. 1070a(b)(5)) is amended—

(1) in subparagraph (A)—

(A) by inserting ''who is making satisfactory academic progress according to the institution's standards'' after ''award a student''; and

(B) by striking ''to permit such student to accelerate the student's progress toward a degree or certificate'' and inserting ''to permit such student to accelerate the student's graduation date, whether making full- or part-time progress toward a degree or certificate,''; and

(2) by adding at the end the following new subparagraph:

''(C) A student may not receive a combination of first and second scheduled award funds under this paragraph that exceeds the amount the student would otherwise be eligible to receive for the payment period.''.

Page 11, line 22, redesignate subsection (b) as subsection (c).

Page 13, line 10, redesignate subsection (c) as subsection (d).

Page 13, line 11, strike ''(a) and (b)'' and insert ''(a) and (c)''.

Page 12, line 17, strike ''483(e)(3)(ii)'' and insert ''483(e)(3)(A)(ii)''.

Page 15, line 8, strike the quotation marks and the second period.

Page 15, after line 8, insert the following:

''(3) EXPIRATION OF AUTHORITY.—The authority to award grants under this part shall expire at the end of fiscal year 2014.''.

Page 19, line 6, strike ''two-year and four-year'' and insert ''public two-year and public four-year''.

Page 19, line 10, insert ''in consultation with faculty from participating institutions'' after ''institutions''.

Page 21, line 4, strike ''polices'' and insert ''practices''.

Page 21, lines 7 through 9, strike ''for all categories'' and all that follows through ''in the State''.

Page 21, line 13, insert ''and'' after the semicolon.

Page 21, beginning on line 14, strike clause (iv).

Page 21, line 20, strike ''(v)'' and insert ''(iv)''.

Page 23, beginning on line 5, strike paragraph (3) and insert the following:

''(3) SUBGRANTS TO NONPROFIT ORGANIZATIONS.—

''(A) IN GENERAL.—A State receiving a payment under this section may elect to make a subgrant to one or more nonprofit organizations in the State, or a partnership of such organizations, to carry out activities and services described in subsection (d)(1), if the nonprofit organization or partnership—

''(i) was in existence on the day before the date of the enactment of the Student Aid and Fiscal Responsibility Act of 2009; and

''(ii) as of such day, was participating in activities and services related to promoting persistence in, and completion of, postsecondary education, such as the activities and services described in subsection (d)(1).

''(B) NONPROFIT ORGANIZATIONS.—For the purposes of this section, nonprofit organizations in a State include—

''(i) agencies with agreements with the Secretary under subsections (b) and (c) of section 428 on the date of the enactment of the Student Aid and Fiscal Responsibility Act of 2009;

''(ii) nonprofit subsidiaries of agencies described in clause (i), if such subsidiaries were established, pursuant to the law of such State, on or before January 1, 1998; and

''(iii) eligible not-for-profit servicers, as defined in section 456(d), with an agreement with the Secretary under subsection (a)(3) of section 456, except that such a servicer shall only be eligible for a subgrant from the State for which the servicer is receiving an allocation under such agreement.

Page 24, after line 9, insert the following:

''(C) A nonprofit subsidiary of agencies described in subparagraph (B), if such subsidiary was established, pursuant to the law of such State, on or before January 1, 1998.

Page 25, line 3, strike ''and''.

Page 25, after line 5, insert the following:

''(vi) assisting institutions of higher education institute programs of persistence focused on students at risk of not completing; and

Page 25, line 5, before the semicolon insert '', in accordance with such section''.

Page 27, beginning on line 1, strike '', at the appropriate stage of development of the partnership''.

Page 27, line 8, strike ''central labor coalitions'' and insert ''trade unions or consortia of trade unions''.

Page 28, beginning on line 17, strike paragraph (3) and insert the following:

''(3) nonprofit organizations with demonstrated experience in the support, improvement, or operation of programs to increase postsecondary completion, including—

''(A) agencies with agreements with the Secretary under subsections (b) and (c) of section 428 on the date of the enactment of the Student Aid and Fiscal Responsibility Act of 2009;

''(B) nonprofit subsidiaries of agencies described in subparagraph (A), if such subsidiaries were established, pursuant to State law, on or before January 1, 1998; and

''(C) eligible not-for-profit servicers, as defined in section 456(d), with an agreement with the Secretary under subsection (a)(3) of section 456, except that such a servicer shall only be eligible for a subgrant from the State for which the servicer is receiving an allocation under such agreement;

Page 33, beginning on line 14, strike section 785 and insert the following:

''SEC. 785. PARTICIPATION OF PRIVATE, NONPROFIT INSTITUTIONS OF HIGHER EDUCATION.

''(a) VOLUNTARY PARTICIPATION.—A private, nonprofit institution of higher education may voluntarily elect to participate in a State's efforts under this part to increase postsecondary enrollment, persistence, and completion. A State—

''(1) shall not require any private, nonprofit institution to participate in such efforts; and

''(2) may require such an institution that voluntarily elects to participate in such efforts to provide appropriate information to allow the State to assess the institution's progress towards the goals described in subclauses (I) and (II) of section 782(c)(2)(A)(i).

''(b) RULE OF CONSTRUCTION.—Nothing in this part, including voluntary participation described in subsection (a), shall be construed to—

''(1) authorize the Secretary, a State, or an officer or employee of the Department or of a State to exercise any direction, supervision, or control other than that is currently granted over a private, nonprofit institution of higher education, including control over curriculum, program of instruction, administration, governance, personnel, articulation, the awarding of credit, graduation or degree requirements, or admissions;

''(2) authorize the Secretary, a State, or an officer or employee of the Department or of a State to require a private, nonprofit institution of higher education to participate in a longitudinal data system; or

''(3) limit the application of the General Education Provisions Act.

''(c) ENFORCEMENT.—If any State fails or refuses to comply with any provision of this section, the State shall no longer be eligible for assistance under this part.''.

Page 36, line 21, strike ''2019.'' and insert ''2019. The authority to award grants under this section shall expire at the end of fiscal year 2019.''.

Page 38, line 4, insert a period after ''318(e)''.

Page 38, line 25, insert a period after ''such section''.

Page 39, line 8, after the period insert ''The authority to award grants under part N of title VIII of such Act shall expire at the end of fiscal year 2010.''.

Page 40, beginning on line 13, strike ''awarded to the student under'' and insert ''first disbursed to the student before July 1, 2010, under''.

Page 41, line 3, strike ''awarded'' and insert ''disbursed''.

Page 41, strike lines 4 through 9 and insert ''student under part D (including a Federal Direct PLUS loan disbursed to a parent on behalf of the student), or first disbursed to the student under part E before July 1, 2010, for such payment period or period of enrollment; minus''.

Page 43, line 16, strike ''when such student returns from such service'' and insert ''upon termination of the deployment of such student for such service''.

Page 43, beginning on line 17, amend section 106 to read as follows:

SEC. 106. VETERANS RESOURCE OFFICER GRANTS.

Section 873 (20 U.S.C. 1161t) is amended—

(1) by amending the header to read as follows: ''**MODEL PROGRAMS FOR CENTERS OF EXCELLENCE FOR VETERAN STUDENT SUCCESS; VETERANS RESOURCE OFFICERS**'';

(2) in subsection (a), by inserting '', or the hiring of Veterans Resource Officers,'' after ''model programs'';

(3) by amending subsection (b) to read as follows:

''(b) GRANT AUTHORIZED.—

''(1) IN GENERAL.—Subject to the availability of appropriations under subsection (f), the Secretary shall award grants to institutions of higher education to—

''(A) develop model programs to support veteran student success in postsecondary education; or

''(B) hire a Veterans Resource Officer to increase the college completion rates for veteran students enrolled at such institutions of higher education.

''(2) GRANT PERIOD.—A grant awarded under this section shall be awarded for a period of 3 years.''; and

(4) in subsection (c)—

(A) in paragraph (1)—

(i) by amending the header to read as follows: ''MODEL PROGRAM REQUIRED ACTIVITIES''; and

(ii) in the matter preceding subparagraph (A), by striking ''under this section'' and inserting ''for the purpose described in subsection (b)(1)(A)'';

(B) by redesignating paragraph (2) as paragraph (3); and

(C) by inserting after paragraph (1) the following:

''(2) VETERANS RESOURCE OFFICER REQUIRED ACTIVITIES.—An institution of higher education receiving a grant for the purpose described in subsection (b)(1)(B) shall use such grant to hire a Veterans Resource Officer whose duties shall include—

''(A) serving as a liaison between—

''(i) veteran students;

''(ii) the faculty and staff of the institution; and

''(iii) local facilities of the Department of Veterans Affairs;

''(B) organizing and advising veteran student organizations and hosting veterans-oriented group functions on campus;

''(C) distributing news and information to all veteran students, including through maintaining newsletters and listserves; and

''(D) assisting in the training of Department of Veterans Affairs certifying officials, when applicable.''.

Page 47, after line 6, insert the following new sections:

SEC. 107. OFFICER DANIEL FAULKNER CHILDREN OF FALLEN HEROES SCHOLARSHIP.

(a) SHORT TITLE.—This section may be cited as the ''Officer Daniel Faulkner Children of Fallen Heroes Scholarship Act of 2009''.

(b) CALCULATION OF ELIGIBILITY.—Section 473(b) (20 U.S.C. 1087mm(b)(2)) is amended—

(1) in paragraph (2)—

(A) in the matter preceding subparagraph (A), by inserting ''(in the case of a student who meets the requirement of subparagraph (B)(i)), or academic year 2010–2011 (in the case of a student who meets the requirement of subparagraph (B)(ii)),'' after ''academic year 2009–2010''; and

(B) by amending subparagraph (B) to read as follows:

''(B) whose parent or guardian was—

''(i) a member of the Armed Forces of the United States and died as a result of performing military service in Iraq or Afghanistan after September 11, 2001; or

''(ii) was actively serving as a public safety officer and died in the line of duty while performing as a public safety officer; and'';

(2) in paragraph (3)—

(A) by striking ''Notwithstanding'' and inserting the following:

''(A) ARMED FORCES.—Notwithstanding'';

(B) by striking ''paragraph (2)'' and inserting ''subparagraphs (A), (B)(i), and (C) of paragraph (2)''; and

(C) by adding at the end the following:

''(B) PUBLIC SAFETY OFFICERS.—Notwithstanding any other provision of law, unless the Secretary establishes an alternate method to adjust the expected family contribution, a financial aid administrator shall adjust the expected family contribution in accordance with this subsection for each student who meets the requirements of subparagraphs (A), (B)(ii), and (C) of paragraph (2).''; and

(3) by adding at the end the following:

''(4) TREATMENT OF PELL AMOUNT.—Notwithstanding section 1212 of the Omnibus Crime Control and Safe Streets Act of 1968, in the case of a student who receives an increased Federal Pell Grant amount under this section, the total amount of such Federal Pell Grant, including the increase under subparagraph (A), shall not be considered in calculating that student's educational assistance benefits under the Public Safety Officer's Benefits program.

''(5) DEFINITIONS.—For purposes of this subsection—

''(A) the term 'public safety officer' means an individual serving a public agency in an official capacity, with or without compensation, as a law enforcement officer, as a firefighter, or as a member of a rescue squad or ambulance crew;

''(B) the term 'law enforcement officer' means an individual who—

''(i) is authorized by law to engage in or supervise the prevention, detection, investigation, or prosecution of, or the incarceration of any person for, any violation of law; and

''(ii) has statutory powers of arrest or apprehension;

''(C) the term 'firefighter' means an individual who is trained in the suppression of fire or hazardous-materials response and has the legal authority to engage in these duties;

''(D) the term 'member of a rescue squad or ambulance crew' means an individual who is an officially recognized or designated public employee member of a rescue squad or ambulance crew; and

''(E) the term 'public agency' means the United States, any State of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands of the United States, Guam, American Samoa, the Trust Territory of the Pacific Islands, the Commonwealth of the Northern Mariana Islands, any territory or possession of the United States, or any unit of local government, department, agency, or instrumentality of any of the foregoing, and the Amtrak Police and Federal Reserve Police departments.''.

SEC. 108. TEACHER EXCELLENCE.

(a) ESTABLISHMENT.—The Secretary of Education may make grants to local educational agencies for the purpose of improving teacher excellence in public elementary and secondary schools.

(b) USE OF FUNDS.—Grants under this section shall be used for the establishment, expansion, or improvement of—

(1) professional development activities that are aligned to the curriculum and student academic needs;

(2) mentoring and induction programs for new teachers and principals; or

(3) career ladders that allow teachers to take on new professional roles, such as career teachers, mentor teachers, and master teachers.

(c) APPLICATION.—A local educational agency desiring a grant under this section shall submit to the Secretary of Education an application at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

(d) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal year 2010 and each of the 5 succeeding fiscal years.

Page 48, lines 1 and 2, strike ''Grant, a Federal Direct Stafford Loan, or work assistance under'' and insert ''Grant or a Federal Direct Stafford Loan under''.

Page 50, line 20, insert a period after ''section 480)''.

Page 57, line 2, insert ''the'' after ''enactment of''.

Page 59, line 16, through page 60, line 3, strike paragraph (1) and insert the following:

(1) in subsection (a)(4)(A), by inserting '', and first disbursed before July 1, 2010'' after ''under this part'';

Page 62, line 7, strike the comma after ''2010''.

Page 62, line 3, strike the comma after ''428C''.

Page 65, line 7, strike ''; and'' and insert ''; or''.

Page 65, line 15, after ''loan'' insert ''(or, if the holder acts as eligible lender trustee for the beneficial owner of the loan, the beneficial owner of the loan),''.

Page 65, line 23, through page 66, line 13, strike subclause (III) and insert the following:

''(III) TERMS OF WAIVER.—

''(aa) IN GENERAL.—A waiver pursuant to subclause (II)(bb) shall be in a form (printed or electronic) prescribed by the Secretary, and shall be applicable to—

''(AA) all loans described in such subclause that the lender holds solely in its own right under any lender identification number associated with the holder (pursuant to section 487B);

''(BB) all loans described in such subclause for which the beneficial owner has the authority to make an election of a waiver under such subclause, regardless of the lender identification number associated with the loan or the lender that holds the loan as eligible lender trustee on behalf of such beneficial owner; and

''(CC) all future calculations of the special allowance on loans that, on the date of such waiver, are loans described in subitem (AA) or (BB), or that, after such date, become loans described in subitem (AA) or (BB).

''(bb) EXCEPTIONS.—Any waiver pursuant to subclause (II)(bb) that is elected for loans described in subitem (AA) or (BB) of item (aa) shall not apply to any loan described in such subitem for which the lender or beneficial owner of the loan demonstrates to the satisfaction of the Secretary that—

''(AA) in accordance with an agreement entered into before the date of enactment of the Student Aid and Fiscal Responsibility Act of 2009 by which such lender or owner is governed and that applies to such loans, such lender or owner is not legally permitted to make an election of such waiver with respect to such loans without the approval of one or more third parties with an interest in the loans, and that the lender or owner followed all available options under such agreement to obtain such approval, and was unable to do so; or

''(BB) such lender or beneficial owner presented the proposal of electing such a waiver applicable to such loans associated with an obligation rated by a nationally recognized statistical rating organization (as defined in section 3(a)(62) of the Securities Exchange Act of 1934), and such rating organization provided a written opinion that the agency would downgrade the rating applicable to such obligation if the lender or owner elected such a waiver.''.

Page 66, line 18, after ''any loan'' insert ''in which the Secretary has purchased a participation interest and''.

Page 66, beginning on line 21, strike ''and that is held'' and all that follows through ''the Secretary'' on line 23.

Page 69, beginning on line 15, strike paragraph (2) and insert the following:

(2) EFFECTIVE DATE.—The amendments made by subparagraph (C) of paragraph (1) shall be effective as if enacted as part of section 102(a)(1) of the Higher Education Opportunity Act, in accordance with section 102(e) of such Act, as amended by section 101(a)(2) of Public Law 111–39.

Page 71, line 24, insert ''located in the United States'' before ''at which''.

Page 72, line 7, insert ''(employed in the United States)'' after ''employees''.

Page 72, line 20, after ''2009,'' insert ''nonprofit subsidiaries of such an agency,''.

Page 72, line 21, after ''agencies'' insert '', subsidiaries,''.

Page 72, line 24, after ''agencies'' insert '', subsidiaries,''.

Page 73, line 5, strike ''State agencies, and'' and insert ''agencies, subsidiaries, and''.

Page 73, line 9, strike ''State agencies and'' and insert ''such agencies, subsidiaries, and''.

Page 73, line 10, strike ''such''.

Page 74, line 1, strike ''one or more'' and insert ''at least one''.

Page 74, strike ''may take'' on line 12 through ''the servicer.'' on line 13, and insert ''shall set such rate so that (i) the rate is commercially reasonable in relation to the volume of loans being serviced by the eligible not-for-profit servicers, and (ii) in the Secretary's judgment, the eligible not-for-profit servicers can reasonably provide any additional services, such as default aversion or outreach, provided for in the contracts awarded under this paragraph.''.

Page 74, beginning on line 22, strike ''on an annual basis'' and insert ''each year''.

Page 75, line 13, strike ''on an annual basis'' and insert ''each year''.

Page 76, beginning on line 9, strike subparagraph (C) and insert the following:

''(C) LOAN SERVICING RETENTION.—

''(i) IN GENERAL.—In addition to any new loans allocated to a servicers under subparagraph (B)(ii), an eligible not-for-profit servicer shall retain the servicing of loans allocated to such servicer in previous years, except as provided in clause (ii), or as otherwise provided for in accordance with the terms of a contract under this paragraph.

''(ii) TRANSFERS FOR MULTIPLE LOANS.—Notwithstanding clause (i) and the allocations required by subparagraph (B), the Secretary may transfer loans among servicers who are awarded contracts to service loans pursuant to this section to ensure that the loans of any single borrower remain with a single servicer.

Page 76, line 17, strike ''3 years'' and insert ''5 years''.

Page 77, beginning on line 14, strike '', including due diligence activities required pursuant to regulations''.

Page 77, beginning on line 16, strike paragraph (2) and insert the following:

''(2) ELIGIBLE NOT-FOR-PROFIT SERVICER.—

''(A) IN GENERAL.—The term 'eligible not-for-profit servicer' means an entity—

''(i) that is not owned or controlled in whole or in part by—

''(I) a for profit entity; or

''(II) a nonprofit entity having its principal place of business in another State; and

''(ii) that—

''(I) as of July 1, 2009—

''(aa) meets the definition of an eligible not-for-profit holder under section 435(p), except that such term does not include eligible lenders described in paragraph (1)(D) of such section; and

''(bb) was performing, or had entered into a contract with a third party servicer (as such term is defined in section 481(c)) who was performing, student loan servicing functions for loans made under part B of this title;

''(II) notwithstanding subclause (I), as of July 1, 2009—

''(aa) is the sole beneficial owner of a loan for which the special allowance rate is calculated under section 438(b)(2)(I)(vi)(II) because the loan is held by an eligible lender trustee that is an eligible not-for-profit holder as defined under section 435(p)(1)(D); and

''(bb) was performing, or had entered into a contract with a third party servicer (as such term is defined in section 481(c)) who was performing, student loan servicing functions for loans made under part B of this title; or

''(III) is an affiliated entity of an eligible not-for-profit servicer described in subclause (I) or (II) that—

''(aa) directly employs, or will directly employ (on or before the date the entity begins servicing loans under a contract awarded by the Secretary pursuant to subsection (a)(3)(A)), the majority of individuals who perform borrower-specific student loan servicing functions; and

''(bb) as of July 1, 2009, was performing, or had entered into a contract with a third party servicer (as such term is defined in section 481(c)) who was performing, student loan servicing functions for loans made under part B of this title.

''(B) AFFILIATED ENTITY.—For the purposes of subparagraph (A), the term 'affiliated entity'—

''(i) means an entity contracted to perform services for an eligible not-for-profit servicer that—

''(I) is a nonprofit entity or is wholly owned by a nonprofit entity; and

''(II) is not owned or controlled, in whole or in part, by—

''(aa) a for-profit entity; or

''(bb) an entity having its principal place of business in another State; and

''(ii) may include an affiliated entity that is established by an eligible not-for-profit servicer after the date of enactment of the Student Aid and Fiscal Responsibility Act of 2009, if such affiliated entity is otherwise described in subparagraph (A)(ii)(III) and clause (i) of this subparagraph.

Page 80, after line 22, insert the following new section:

SEC. 216. TECHNICAL ASSISTANCE TO INSTITUTIONS OF HIGHER EDUCATION.

Section 458(a) (20 U.S.C. 1087h(a)) is amended—

(1) by redesignating paragraph (5) as paragraph (6); and

(2) by inserting after paragraph (4) the following new paragraph:

''(5) TECHNICAL ASSISTANCE TO INSTITUTIONS OF HIGHER EDUCATION.—

''(A) PROVISION OF ASSISTANCE.—The Secretary shall provide institutions of higher education participating, or seeking to participate, in the loan programs under this part with technical assistance in establishing and administering such programs, including assistance for an institution of higher education during such institution's transition into such programs. Such assistance may include technical support, training for personnel, customized assistance to individual institutions of higher education, development of informational materials, and

other services the Secretary determines to be appropriate.

''(B) FUNDS.—There are—

''(i) authorized to be appropriated, and there are appropriated, to carry out this paragraph (in addition to any other amounts appropriated to carry out this subparagraph and out of any money in the Treasury not otherwise appropriated), $50,000,000 for fiscal year 2010; and

''(ii) authorized to be appropriated such sums as may be necessary to carry out this paragraph for fiscal years 2011 through 2014.''.

Page 84, line 8, insert ''(except as provided in paragraphs (3) and (4))'' after ''as follows''.

Page 85, after line 12, insert the following new paragraphs:

''(3) REQUIRED MINIMUM AMOUNT.—Notwithstanding paragraph (1), in no case shall the sum of a participating institution's allocation of loan authority computed under subsections (c), (d), and (e) be less than the average of the institution's total principal amount of loans made under this part for each of the academic years 2003–2004 through 2007–2008.

''(4) ADDITIONAL ADJUSTMENTS.—If the Secretary determines that the sum of a participating institution's allocation of loan authority under subsections (c), (d), and (e) is below the minimum amount required under paragraph (3), the Secretary shall—

''(A) for each institution for which the minimum amount under paragraph (3) is not satisfied, increase the amount of such sum to the amount of the required minimum under such paragraph; and

''(B) ratably reduce the amount of the sum of such loan authority of all participating institutions not described in subparagraph (A).

Page 87, beginning on line 20, strike paragraph (3).

Page 88, beginning on line 1, strike paragraph (4).

Page 96, line 14, insert ''in'' after ''specified''.

Page 97, line 8, strike ''(a)''.

Page 105, line 2, strike the period after the second semicolon and insert ''and''.

Page 105, strike lines 3 through 20, and insert the following:

(3) in paragraph (2), by adding at the end the following new subparagraph:

''(C) EXCEPTION.—Notwithstanding subparagraphs (A) and (B), an institution that fails to meet the requirements of subsection (a)(24) for two consecutive institutional fiscal years, and the second such institutional fiscal year ends after July 1, 2008, and before July 1, 2011, shall not be determined ineligible in accordance with subparagraph (A) unless the institution fails to meet the requirements of subsection (a)(24) for a third consecutive institutional fiscal year.''.

Page 111, line 22, insert '', including lifecycle cost effectiveness,'' before ''and waste''.

Page 117, beginning on line 7 strike ''including, where applicable, early learning facilities, based'' and insert ''(including early learning facilities, as appropriate), based''.

Page 122, line 11, insert ''(including early learning facilities, as appropriate)'' after ''facilities''.

Page 131, after line 7, insert the following:

(d) TERMINATION.—The authority to establish and maintain the Advisory Council under this section shall expire at the close of September 30, 2011.

Page 132, after line 6, insert the following:

(d) SUNSET.—The authority to award grants under this subtitle shall expire at the end of fiscal year 2011.

Page 138, after line 8, insert the following:

''(K) Expansion or building of computer lab facilities, including facilities used to provide information technology training to students and members of the public.''.

Page 138, line 9, redesignate subparagraph (K) as subparagraph (L).

Page 138, line 12, redesignate subparagraph (L) as subparagraph (M).

Page 141, line 1, strike ''(f)'' and insert ''(e)''.

Page 141, line 16, strike ''(g)'' and insert ''(f)''.

Page 141, line 21, strike ''(h)'' and insert ''(g)''.

Page 143, line 10, strike ''(i)'' and insert ''(h)''.

Page 143, strike line 15, and insert the following: ''year 2010, which shall remain available until expended. The authority to award grants under this section shall expire at the end of fiscal year 2010.''.

Page 144, line 7, strike '', and improve'' and insert ''and''.

Page 146, line 8, after ''children'' insert '', including programs receiving funds under section 611(h)(4) and 643(b) of the Individuals with Disabilities Education Act (20 U.S.C. 1411(h)(4); 1443(b))''.

Page 146, beginning on line 23, strike ''determined by the Secretary to qualify for receipt of'' and insert ''with an approved application for''.

Page 148, line 10, after the semicolon, insert ''and''.

Page 148, strike lines 11 through 14.

Page 148, line 15, strike ''(3)'' and insert ''(2)''.

Page 151, line 18, strike ''and'' at the end.

Page 151, line 22, strike the period at the end and insert ''; and''.

Page 151, after line 22, insert the following:

(E) committing State resources for supporting early learning programs and services.

Page 154, line 24, strike '', as appropriate,''.

Page 154, line 25, after ''standards'' insert '', as appropriate,''.

Page 156, line 3, after ''including'' insert ''the''.

Page 156, line 6, strike ''providers'' and insert ''early learning programs''.

Page 157, line 22, before ''program'' insert ''early learning''.

Page 158, line 1, before ''disability,'' insert ''dental, developmental delay and''.

Page 161, after line 20, insert the following:

(14) A description of how the State will implement a process for improving the quality of early learning services to better meet the needs of children who have experienced abuse or neglect, been exposed to violence, toxic stress, parental substance abuse, mental illness, or homelessness, or have had early behavioral and peer relationship problems, including addressing appropriate professional development, programmatic practices, classroom environment, and outreach and support to meet the needs of such children.

Page 161, line 21, redesignate paragraph (14) as paragraph (15).

Page 165, line 5, insert ''early learning'' before ''program''.

Page 165, line 13, before ''disability,'' insert ''dental, developmental delay and''.

Page 167, line 5, strike ''services,'' and insert ''services (or, if the State can demonstrate that it is already meeting the needs of such children in such manner, the State may apply to expand access for disadvantaged children in such manner and the State's application may not be adversely treated due to such request),''.

Page 168, line 16, strike ''to'' and insert ''that''.

Page 168, line 18, strike ''allow a State to become eligible and competitive'' and insert ''improve a State's competitiveness''.

Page 171, line 24, strike ''could include determining'' and insert ''may include''.

Page 172, line 1, after ''(i)'' insert ''examining''.

Page 172, line 4, after ''(ii)'' insert ''examining''.

Page 172, line 6, after ''(iii)'' insert ''examining''.

Page 172, line 9, after ''(iv)'' insert ''examining''.

Page 172, line 12, after ''(v)'' insert ''examining''.

Page 172, line 14, strike ''and'' at the end.

Page 172, line 15, after ''(vi)'' insert ''examining''.

Page 172, after line 20, insert the following:

(vii) Supporting the development of valid and reliable assessments of young children and program quality, including in domains including language, literacy, mathematics, science, social and emotional development, and approaches to learning, with particular attention to development of assessments of domains for which there are few appropriate assessments, that are—

(I) developmentally, linguistically, and culturally appropriate for the population served, including children with disabilities and children with limited English proficiency;

(II) consistent with relevant, nationally recognized professional and technical standards related to the assessment of young children;

(III) consistent with the guidelines on assessment for improved practice and for accountability in the National Research Council Committee on Developmental Outcomes and Assessments for Young Children; and

Beginning on page 172, strike line 23 through page 173, line 6, and insert the following:

(4) Not later than 18 months after the date of the enactment of this Act, conducting a review of the statewide strategic reports developed by the State Advisory Councils on Early Care and Education (established pursuant to section 642B(b)(1)(A) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A))) and other relevant information (including information reported by States under section 406(b)(9)) to evaluate barriers to increasing access to high-quality early learning programs for low-income children, reporting on the findings of such review, and disseminating relevant findings and best practices.

Page 174, line 12, before ''progress'' insert ''State's''.

Page 174, line 24, strike ''providers'' and insert ''early learning programs''.

Page 175, line 1, strike ''providers'' and insert ''early learning programs''.

Page 175, line 7, strike ''proficient'' and insert ''proficiency''.

Page 175, line 10, after ''providers'' insert ''and early learning programs''.

Page 175, line 18, strike ''appropriate''.

Page 177, line 19, after ''2017.'' insert ''The authority to award grants under this title shall expire at the end of fiscal year 2017.''.

Page 178, line 4, after ''2019.'' insert ''The authority to award grants under this title shall expire at the end of fiscal year 2019.''.

Page 179, strike line 7, and insert ''In this title:''.

Page 179, line 20, insert ''that has at least one articulation agreement with a 4-year institution of higher education'' after ''district''.

Page 179, line 22, insert ''that has at least one articulation agreement with an institution of higher education'' after ''school''.

Page 180, after line 6, insert the following:

(D) a Tribal College or University;

Page 180, line 7, strike ''(D)'' and insert ''(E)''.

Page 180, lines 9 and 10, strike ''or (C)'' and insert ''(C), or (D)''.

Page 180, line 11, strike ''(E)'' and insert ''(F)''.

Page 180, beginning on line 15, strike clause (ii) and insert the following:

(ii) has established and implemented a comprehensive articulation agreement between or among public institutions of higher education in the State that includes outlining the acceptability of community college courses in transfer for credit at public 4-year institutions in the State; and

Page 180, line 20, strike ''or (D); or'' and insert ''(D), or (E);''.

Page 180, line 21, strike ''(F)'' and insert ''(G)''

Page 180, line 22, strike ''(E).'' and insert ''(F); or''.

Page 180, after line 22, insert the following:

(H) at the discretion of the Secretary, a private, not-for-profit, 2-year institution of higher education in Puerto Rico, the District of Columbia, Guam, the United States Virgin Islands, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau.

Page 182, after line 6, insert the following:

(12) TRIBAL COLLEGE OR UNIVERSITY.—The term ''Tribal College or University'' has the meaning given such term in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c).

Page 182, beginning on line 7, strike subsection (b).

Page 183, line 8, strike ''(D)'' and insert ''(E)''.

Page 184, line 9, after ''same'' insert ''specific''.

Page 184, line 10, after ''Federal'' insert ''grant''.

Page 185, line 20, strike ''or''.

Page 185, line 24, strike the period and insert ''; or''.

Page 185, after line 24, insert the following:

(3) are focused on serving low-income, nontraditional students (as defined in section 803(j) of the Higher Education Act of 1965 (20 U.S.C. 1161c(j))), who do not have a bachelor's degree.

Page 187, after line 6, insert the following:

(4) EXCEPTION.—This subsection shall not apply to Tribal Colleges and Universities.

Page 188, line 19, strike ''and'' after the semicolon.

Page 188, line 22, strike the period and insert ''; and''.

Page 188, after line 22, insert the following:

(10) how the eligible entity will incorporate and support faculty and staff of the institution in meeting the goals of such programs, services, and policies.

Page 189, line 6, strike ''(D)'' and insert ''(E)''.

Page 190, line 3, strike ''and''.

Page 190, line 6, strike the period and insert ''; and''.

Page 190, after line 6, insert the following:

(D) library services, including information literacy activities, to—

(i) help increase postsecondary degree, certificate, and industry-recognized credential completion rates, particularly with respect to groups underrepresented in higher education; and

(ii) assist individuals with obtaining and retaining employment.

Page 190, line 11, insert '', information literacy,'' after ''skills''.

Page 191, line 5, strike ''(D)'' and insert ''(E)''.

Page 191, line 13, strike ''(D)'' and insert ''(E)''.

Page 191, beginning on line 17, strike ''Improving the timeliness of the process for creating'' and insert ''Creating, in a timely and efficient manner,''.

Page 191, line 20, strike ''(D)'' and insert ''(E)''.

Page 192, after line 2, insert the following:

''(8) Providing information technology training for students and members of the public seeking to improve their computer literacy and information technology skills through public accessibility to—

''(A) community college computer labs; and

''(B) information technology training provided on weeknights and weekends by an employee of a community college who is capable of basic computer instruction.''.

Page 192, lines 6 and 7, strike ''applicable)'' and insert ''applicable to the institution's use of funds provided under this section)''.

Page 196, line 5, strike ''subsection (e)'' and insert ''subsection (f)''.

Page 196, beginning on line 25, strike ''subsection (g)'' and insert ''subsection (h)''.

Page 197, after line 3, insert the following:

(d) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to applications focused on serving low-income, nontraditional students (as defined in section 803(j) of the Higher Education Act of 1965 (20 U.S.C. 1161c(j))), who do not have a bachelor's degree.

Page 197, line 4, redesignate subsection (d) as subsection (e).

Page 197, line 9, strike ''subsection (f)'' and insert ''subsection (g)''.

Page 197, line 14, strike ''subsection (f)'' and insert ''subsection (g)''.

Page 198, line 7, redesignate subsection (e) as subsection (f).

Page 198, line 13, strike ''subsection (f)'' and insert ''subsection (g)''.

Page 198, line 23, strike ''subsection (g)'' and insert ''subsection (h)''.

Page 199, line 20, redesignate subsection (f) as subsection (g).

Page 200, line 4, redesignate subsection (g) as subsection (h).

Page 200, line 8, strike ''section 503(f)(1)'' and insert ''section 503(g)(1)''.

Page 200, line 13, redesignate subsection (h) as subsection (i).

Page 200, line 22, strike ''subsection (g)'' and insert ''subsection (h)''.

Page 201, line 6, redesignate subsection (i) as subsection (k).

Page 201, line 15, strike ''will'' and insert ''should''.

Page 201, line 18, strike ''will'' and insert ''should''.

Page 202, beginning on line 2, strike ''training, high school courses, and postsecondary education courses'' and insert ''courses, including instructional materials, for training and postsecondary education readiness and success''.

Page 203, line 9, insert ''faculty,'' after ''students,''.

Page 209, after line 2, insert the following:

(d) EVALUATION.—From the amounts appropriated to carry out this section, the Secretary shall, not later than 30 days after the date of the enactment of this Act, allocate not less than $1,000,000 for the contract with, and report by, the National Research Council required under section 1107(c)(2) of the Higher Education Opportunity Act (Public Law 110–315).

(e) MODEL TO DETERMINE CREDIT TRANSFERABILITY.—From the amounts appropriated to carry out this section, the Secretary may develop a model, which leverages existing technologies if appropriate, of a service that enables students to determine the transferability of credits between institutions of higher education voluntarily participating in such service.

Page 209, line 3, redesignate subsection (d) as subsection (f).

Conform the Table of Contents accordingly.

The CHAIR. Pursuant to House Resolution 746, the gentleman from California (Mr. GEORGE MILLER) and a Member opposed each will control 10 minutes.

The Chair recognizes the gentleman from California.

Mr. GEORGE MILLER of California. Madam Chair, I yield 2 minutes to the gentleman from American Samoa (Mr. FALEOMAVAEGA).

(Mr. FALEOMAVAEGA asked and was given permission to revise and extend his remarks.)

Mr. FALEOMAVAEGA. Madam Chair, I rise today in strong support of H.R. 3221, the Student Aid and Fiscal Responsibility Act of 2009. I especially want to thank Chairman MILLER; the ranking member, Mr. KLINE; and members of the House Education and Labor Committee for producing this important bill to reform the student loan program, provide modernization, renovation and repair of public school facilities, enhance early learning and strengthen our Nation's community colleges.

I also want to commend the chairman of the Higher Education Subcommittee, the gentleman from Texas, Mr. RUBÉN HINOJOSA, for his leadership and efforts in bringing this legislation to the floor.

Madam Chair, this bill provides many benefits to our schools and families across the United States. Especially in these dire economic times, H.R. 3221 provides much-needed assistance, not only to make education more affordable and accessible, but also assist us to increase the number of degrees and certificate completion rates.

Madam Chair, I want to thank the authors and sponsors, especially for recognizing the value of community colleges throughout our Nation. This legislation gives authorization to the Secretary of Education to award grants to States and territories for the construction of new community college facilities and for the modernization, renovation and improvement of existing facilities.

This is a fantastic bill, and I urge my colleagues to support this legislation.

Mr. KLINE of Minnesota. Madam Chair, I rise in opposition to the amendment.

The CHAIR. The gentleman from Minnesota is recognized for 10 minutes.

Mr. KLINE of Minnesota. Madam Chair, I have got to admit that this manager's amendment does make some helpful changes, and I appreciate that. However, it fails to address the fundamental flaws with the underlying bill, and for that reason I must oppose it.

I do appreciate Chairman MILLER's willingness to incorporate some modest bipartisan changes. For example, Mr. PLATTS' amendment to assist the children of fallen public safety officers.

And despite these improvements, the bill still imposes a heavy cost on Americans today and in the future. It will cost students and schools the benefits of choice, competition and innovation. It will cost our workforce tens of thousands of jobs, including over 600 jobs in my home State of Minnesota and over 1,000 jobs in Chairman MILLER's home State of California.

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It could cost taxpayers billions of dollars and increased deficit spending.

So, despite the important improvements that the manager's amendment makes, I am still unable to support this amendment.

Madam Chair, I reserve the balance of my time.

Mr. GEORGE MILLER of California. Madam Chair, I yield 2 minutes to the gentleman from Connecticut (Mr. LARSON), the distinguished Caucus Chair.

Mr. LARSON of Connecticut. I thank Chairman MILLER for yielding.

Madam Chair, expanding access to an affordable college education and job training is one of the surest ways we can build a stronger and more competitive American economy for years to come.

The Student Aid and Fiscal Responsibility Act of 2009 is the single largest investment, the single largest investment, in aid to help students and families to pay for college in the history of this country.

I commend Chairman MILLER, the ranking member, and the entire committee, especially in these severe and dire economic times and when there's so much stress on working families, to provide this opportunity to have America resume the preeminent position that it occupies economically, socially, culturally, and militarily in society. This means for Connecticut, as JOE COURTNEY, a member of the committee, reminds us, over 277 million additional dollars in funding for Pell Grants to thousands of Connecticut students.

This bill also includes legislation that I've worked on, and I thank the chairman and the members for including it, the notion of expanding opportunity to our community colleges, to expand their mission, an opportunity to reach out in these economic times for people who seek to retrain themselves and utilize the opportunities that our community colleges represent.

Community colleges reach every corner of this country with over 1,100 in urban, rural, and suburban settings. This is vitally important in this economy and as we face additional global challenges that we are able to retrain our workforce in a manner that allows them to matriculate into the job networks that will be created from the community college effort combining with the entrepreneurial and private sector to create the jobs that we need.

I commend Chairman MILLER for this effort and urge support of this bill.

Mr. KLINE of Minnesota. Madam Chair, at this time, I yield such time as he may consume to the ranking member on the Higher Education Subcommittee, the gentleman from Kentucky (Mr. GUTHRIE).

Mr. GUTHRIE. Madam Chairman, this amendment may do a number of positive things to improve the bill, but at its heart I still have significant concerns.

Specifically, I have concerns about the impact of this bill on the deficit and jobs all across the country. We have heard from the Congressional Budget Office since the introduction of this bill, since the bill was originally scored, that there are a number of hidden costs included. No matter how we look at it, this bill will not save $10 billion over 10 years. In fact, we believe that the cost of this bill is at least $15 billion, a $15 billion cost that will go towards the deficit, not towards deficit reduction.

Finally, I am very concerned about the implication on the unemployment rate in my State. We are federalizing one more private sector program and eliminating all the good work being done throughout the country by the private sector. This could mean as many as 30,000 jobs being lost nationwide, approximately 500 in my State, the Commonwealth of Kentucky, all because we decided to kill this program rather than figure out a viable solution.

The services being provided by guarantee agencies and lenders will not be continued at nearly the same level when these entities are required to enter into contracts with the Federal Government. We have already seen the impact of these contracts. Earlier this year, the Department of Education contracted out the servicing function of the Direct Loan Program for four servicers. The low contract price ensured that most of these servicers will only be able to provide bare-bones compliance with the law, not the robust services that were previously provided by the private sector.

In short, I am very concerned about the true impact of this bill. Unfortunately, we will not recognize the impact until this bill has been implemented, and then it may be too late.

I urge my colleagues to oppose the amendment.

Mr. GEORGE MILLER of California. Madam Chair, I yield 1 minute to the gentleman from Rhode Island (Mr. KENNEDY).

Mr. KENNEDY. Madam Chair, as we know from legislation that this committee worked on many years ago called the Foundations for Learning program as part of the Elementary and Secondary Education Act, social and emotional development are as important as anything in the early part of a child's life. Importantly, in this piece of legislation, we recognize these same important facts, and in this legislation we reflect these findings by acknowledging the importance of intervening early in a child's life who has had domestic violence exposure, has had homelessness exposure, has had their parents exposed to mental illness. Intervention in these children's lives makes an enormous difference in their social/emotional development and in their educational abilities later on in life. For these reasons, I think this is an important piece of legislation that needs to be adopted.

I appreciate the chairman for acknowledging these facts and incorporating this legislation into the body of his bill.

Mr. KLINE of Minnesota. Madam Chair, I reserve the balance of my time.

Mr. GEORGE MILLER of California. Madam Chair, I yield 1 minute to the gentlewoman from California (Ms. WOOLSEY), a member of the committee.

Ms. WOOLSEY. Madam Chair, I rise in strong support of H.R. 3221, the Student Aid and Fiscal Responsibility Act of 2009, because it invests in the future of our Nation, making college a reality for more students by investing in Pell Grants and programs that will ensure improved graduation rates and the renewed investment of our Nation's future.

Creating the American Graduation Initiative was one of the most important parts because it will help community colleges find innovative ways to improve the developmental education and job skills training that so many students and workers need.

In the end, we are investing in our future. Twenty-five percent of our population are the young people of this Nation. One hundred percent of our future is made up of those individuals. With H.R. 3221, we are ensuring that we will have a better future because they will have a better future.

I request that every Member of this Congress vote for our kids and our future.

Mr. KLINE of Minnesota. I continue to reserve the balance of my time.

Mr. GEORGE MILLER of California. Madam Chair, I yield 1 minute to the gentlewoman from Ohio (Ms. SUTTON).

Ms. SUTTON. Madam Chair, I rise in strong support of the Student Aid and Fiscal Responsibility Act, and I want to commend my friend, the chairman, GEORGE MILLER, for his great work and leadership on this and so many issues.

Investing in education is one of the most important things we can do to grow and strengthen our workforce and secure our well-being as a Nation. This bill makes historic investments in our economic future by improving early education opportunities and making college more affordable and all at no taxpayer expense.

The economic downturn has made a growing college affordability crisis worse for America's students and families, but this bill will help our neediest students and their families by increasing the maximum annual Pell Grant scholarship, and it targets $6.8 billion to community colleges, like Lorain County Community College in my district. And this bill transforms the way our student loan programs operate, guaranteeing our students access to low-cost loans irrespective of market fluctuations.

By cutting out the middleman, this legislation will save taxpayers $87 billion over 10 years. It pays for itself with $77 billion and returns $10 billion to deficit reduction.

Mr. KLINE of Minnesota. I continue to reserve the balance of my time.

Mr. GEORGE MILLER of California. Madam Chair, I yield myself the balance of my time.

Madam Chair, just to quickly run through the manager's amendment, in addition to the technical changes, my amendment would also refine provisions regarding grants authorized under title I of the bill. It ensures that services for veterans are coordinated with those existing under current law, and it provides educational financial assistance for children of public safety officers and other first responders killed in the line of duty. It creates a program to promote teacher excellence, and it requires the Secretary to consider a State's financial commitment to early learning when evaluating certain grant renewals and specifies that Tribal Colleges and Universities are eligible to receive American Graduation Initiative grants.

I would urge all the Members to support the manager's amendment.

I would also like to draw attention to one part of this legislation, and that is really the unprecedented $10 billion investment to make community colleges part of our economy's recovery.

For years, business leaders have told us that there weren't enough workers with the knowledge and the expertise for their specific industries. Community colleges do and can play an even more significant role in addressing this shortage. This bill will help us build a 21st century workforce by strengthening partnerships among community colleges, businesses, and job training programs that will align community college curricula with the needs of high-wage, high-demand industries.

It will help provide community colleges with the tools to replicate programs that are successfully educating and training students and workers for these skilled jobs. And it will fulfill an important priority for the business community, which has continually understood the value community colleges have in training highly skilled workers and meeting local employment needs as economies change and move from one kind of economy to another. That's why this historic initiative has strong support from the business community, including the Business Roundtable.

The Business Roundtable recently wrote to me and to the members of the committee, ''On behalf of the Business Roundtable, I want to commend you for inclusion of the Community College Initiative in H.R. 3221. This Community College Initiative and the President's American Graduation Initiative reflect the fact that community colleges have emerged as important institutions where acquiring skills for new jobs and new careers will take place . . . That is why the Community College Initiative is so important. For community colleges to reach their potential and become more effective, they need to increase graduation rates, adopt innovations to help them better serve their customers, and develop partnerships and closer cooperation with the private sector.''

For that reason, they support that provision of the bill, and I'm delighted we worked long and hard on both sides of this committee with the business community to try to develop a program to strengthen our community colleges.

Madam Chair, I yield back the balance of my time.

Mr. KLINE of Minnesota. Madam Chair, I want to thank Chairman MILLER for the improvements that his manager's amendment has made to the bill.

As I stated earlier, the fundamental flaws with this legislation still remain, even though there are parts, which as he correctly stated, that some members of the community certainly support, some members of the business community. Many of us support, for example, Mr. PLATTS' amendment to assist the children of fallen public safety officers, and I'm glad those are included in the manager's amendment. But it doesn't change the fact that the underlying bill is still flawed public policy.

We have heard again and again from speakers tonight that this is going to put money back into the Treasury and reduce the deficit, and yet we have provided information from the Congressional Budget Office that shows that's not the case. This is going to increase the deficit; it's going to increase the debt.

I was staggered the other day, Madam Chair, to look and see that we are now projecting, with the latest numbers from the White House, that within the next 10 years, the national debt will have grown to $21 trillion. And this bill, the underlying bill, adds new programs, programs that will be chronically underfunded, will nevertheless compete for money, will grow that deficit spending. So while I appreciate the improvements that the manager's amendment has made, I still must oppose this.

Madam Chair, I yield back the balance of my time.

□ 1800

The CHAIR. The question is on the amendment offered by the gentleman from California (Mr. GEORGE MILLER).

The amendment was agreed to.

AMENDMENT NO. 2 OFFERED BY MR. HOEKSTRA

The CHAIR. It is now in order to consider amendment No. 2 printed in House Report 111–256.

Mr. HOEKSTRA. Madam Chair, I have an amendment at the desk.

The CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 2 offered by Mr. HOEKSTRA:

Strike title III of the Bill, and redesignate titles IV and V as titles III and IV, respectively.

Redesignate sections 401 through 409 as sections 301 through 309, respectively.

Redesignate sections 501 through 505 as sections 401 through 405, respectively.

Page 144, line 23, strike ''section 403'' and insert ''section 303''.

Page 145, line 1, strike ''section 404'' and insert ''section 304''.

Page 145, line 4, and page 174, lines 3 and 14, strike ''section 403(c)(3)'' and insert ''section 303(c)(3)''.

Page 145, line 17, and page 174, line 5, strike ''section 405'' and insert ''section 305''.

Page 147, line 4, strike ''404'' and insert ''304''.

Page 148, line 10, strike ''section 403(f)'' and insert ''section 303(f)''.

Page 150, line 15, strike ''section 405(2)'' and insert ''section 305(f)''.

Page 151, lines 4 and 25, page 153, lines 8 and 12, page 162, lines 2 and 17, page 163, line 1, page 166, lines 18 and 23, page 168, lines 4 and 19, and page 175, line 25, strike ''section 402(a)'' and insert ''section 302(a)''.

Page 151, line 21, strike ''section 405(1)'' and insert ''section 305(1)''.

Page 153, line 13, and page 162, line 6, strike ''section 402(d)'' and insert ''section 302(d)''.

Page 168, lines 10, 15, and 21, page 169, line 2, and page 170, line 7, strike ''section 402(b)'' and insert ''section 302(b)''.

Page 168, line 17, strike ''section 402(c)(3)'' and insert ''section 302(c)(3)''.

Page 170, line 11, strike ''section 402(c)(1)'' and insert ''section 302(c)(1)''.

Page 178, line 9, strike ''503'' and insert ''403''.

Page 178, line 12, strike ''504'' and insert ''404''.

Page 178, lines 15 and 18, strike ''section 505'' and insert ''section 405''.

Page 178, beginning on line 20, strike ''sections 503 and 504'' and insert ''sections 403 and 404''.

Page 179, line 3, strike ''sections 503 and 504'' and insert ''sections 403 and 404''.

Page 183, line 8, strike ''section 502(a)(3)'' and insert ''section 402(a)(3)''.

Page 184, line 6, and page 194, line 10, strike ''section 501(b)(1)'' and insert ''section 401(b)(1)''.

Page 188, line 15, strike ''section 505(b)'' and insert ''section 405(b)''.

Page 189, line 6, and page 191, lines 5, 13, and 20, strike ''section 502(a)(3)'' and insert ''section 402(a)(3)''.

Page 196, line 2, and page 200, line 1, strike ''503(i)'' and insert ''403(i)''.

Page 200, line 8, strike ''section 503(f)(1)'' and insert ''section 403(f)(1)''.

Conform the table of contents accordingly.

The CHAIR. Pursuant to House Resolution 746, the gentleman from Michigan (Mr. HOEKSTRA) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Michigan.

Mr. HOEKSTRA. Madam Chair, the Student Aid Fiscal Responsibility Act that is in front us today will authorize $6.6 billion in new mandatory taxpayer dollars to create three Federal school construction programs for elementary and secondary schools.

What my amendment will do is strike these new government programs that would nationalize the school construction industry and direct the savings toward deficit reduction.

You know, in the years I have been in Congress, one of the things that we continue to see over the years is the continued expansion of the role of the Federal Government in K–12 education. We saw the most massive expansion in 2001, the passage of No Child Left Behind. No Child Left Behind has left a tremendous number of mandates, increased costs, and little improvement in schools, in children's performance around the country.

Now, rather than giving back and yielding control for our kids' education back to parents, back to local schools and back to States, again, we are having another massive expansion of the Federal Government's involvement in K–12 education, this time in school construction.

I am sure the arguments will be: but we need to help the schools. We need to help the States. We need to build them and give them the money to build new schools.

Excuse me, where does this money come from? Well, some of this money, if not all of it, will be deficit spending which States can't do. But in reality, if it is deficit spending, it is our kids and grandkids that will be paying for it. And if it is money that we collect in taxes, it is going to be money that comes from the States, comes from individuals in our local communities, comes to Washington, and then we will tell them how they can spend it. There are 27, at last count 27, directives as to how States and local school districts will be able to spend their own money.

School districts must ensure that a certain percentage of the school construction materials meet green standards. School districts must compile a report describing the projects funded under the bill and seven other reporting requirements. School districts should educate students about the school construction being constructed at their school. I am assuming if they are going to have to be required to teach their students, there is going to have to be some reporting requirement saying I educated my kids at my school about what this project is about, and they are going to fill it out and send it to the State and send it to Washington.

Meaning that for every construction dollar that we spend, maybe 60–65 cents of it will actually be spent on construction. The other 35 to 40 cents of that dollar will be spent on reporting requirements, applying for it, meeting Federal requirements, and those types of things

This is a bad idea. We will not end up building more schools. We will not end up having more construction; we will have less construction because Federal bureaucracy and Federal bureaucrats will end up siphoning a lot of this money for their purposes to make sure that the local school districts do what Washington bureaucrats want them to do and not what needs to be done in their local school districts.

This is a bad idea. I encourage my colleagues to support this amendment and reduce the deficit, take some of the burden off our kids and grandkids in the future.

I reserve the balance of my time.

Mr. GEORGE MILLER of California. I rise in opposition to the amendment.

The Acting CHAIR (Mr. KISSELL). The gentleman from California is recognized for 5 minutes.

Mr. GEORGE MILLER of California. I yield myself 2 minutes.

What this amendment would do, while the author has talked about a lot of other things he doesn't like in the bill, this amendment would strike the school construction money that is in this legislation for elementary, secondary, and for the community colleges. I think this is a very important part of this legislation. Many, many Members have supported the efforts that we have had before to try to have the Federal Government help local communities address school construction needs.

When we see now that the community colleges are under tremendous pressure because of the economic dislocation from the recession that has taken place and continues to take place in so many communities and so many families, as people are going back to the schools, we recognize the shortage of facilities that are there and what we are saying is this time we will lend a hand to those community colleges and to those K–12, elementary and secondary school districts so that they can modernize their school facilities and make the investments that will save them money.

As we see reports of schools making investments in solar and insulation and energy-efficient buildings, what we see is a dramatic drop in the ongoing operating costs of those schools in terms of the utility bills that are really quite dramatic. We ought to do what we can to facilitate. We have the opportunity with this legislation to help facilitate local school districts meeting that demand.

This also comes at an important time for these local school districts because, as you know, they are under siege from the loss of revenues in many local districts because of the economic downturn. In some cases they have had to postpone these projects even though they are desperately needed. They have had to postpone these modernizations that are desperately needed. And we know the fact that when children have the availability of a clean, well-lit place, modern facilities, they in fact do better in school. It is a statement of values and also a statement about their community and their children. I would hope we would vote against this amendment.

I reserve the balance of my time.

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

Mr. Chairman, Washington has helped enough. My local school districts are saying: Stop, we don't need more of Washington's help. You gave us No Child Left Behind with great fanfare, promises of all of this money, and all we got were rules and regulations which are taking valuable time and resources away from educating our kids and putting it into bureaucracy and trying to follow ill-advised guidelines, mandates, and directives from Washington, D.C.

They say: Stop, we don't need any more of this Washington help where you come into our school districts, where you come into our communities. And if you are going to pay for these bills, which most likely will not be paid for, but if they were, you come into our communities and you extract $6 billion out, and then you force us to apply to get that money back knowing that the money will be appropriated or allocated by who has power in Washington, D.C. and who has the quote/unquote ''most influence'' and it will be distributed unfairly.

They don't need that kind of help anymore where we take their money, allocate it back to them after they have applied for it, tie all sorts of mandates and restrictions to it so we shrink the purchasing power of that dollar. And then we have the Federal Government come in, this wonderful Department of Education come in, and they will audit us to make sure that we spend the money exactly the way they told us to spend it.

That kind of help is no longer helping our kids. It never did help our kids. We are failing our kids with this legislation. We are shrinking the purchasing power of education dollars, not enhancing it. This kind of Washington help needs to stop.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield myself 15 seconds.

We should not punish local school districts or schoolchildren because a Republican President, George Bush, broke his promise to this country, to families, and to students and teachers when he failed to deliver on his promise of 77 billion additional dollars that school districts had to make up while living under No Child Left Behind. Let's not punish our kids today because a President could not keep his promise.

I yield the balance of my time to the gentleman from New York (Mr. BISHOP).

Mr. BISHOP of New York. I rise in opposition to the amendment. Let me make a couple of points.

First, the section that the amendment seeks to strike is essentially a bill passed by the House earlier this year with broad bipartisan support, the 21st Century Green High-Performing Public Schools Facilities Act. It passed with very good bipartisan support. We are seeking simply to fund that bill in part.

It is estimated that the backlog of unmet needs for K–12 educational facilities amounts to some $255 billion. This is a very modest effort on the part of the Federal Government to help local school districts deal with that need.

I was frankly surprised to hear the gentleman from Michigan say that his school districts and his school superintendents are saying enough. I have had the exact opposite experience. I would say that rarely does a week go by that some school superintendent or some school board members do not come to my office seeking Federal help with their facility's needs. Their budgets are strained, particularly in these

tough economic times. They have real bricks-and-mortar needs. They are unable to address them without hurting their academic programs, and they are seeking the help of the Federal Government, quite the contrary to the experience that the gentleman from Michigan has had.

So I urge we reject this amendment, and I would urge that we support the facilities needs of K–12 education as well as our community colleges.

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

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

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

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

AMENDMENT NO. 3 OFFERED BY MR. CARDOZA

The Acting CHAIR. It is now in order to consider amendment No. 3 printed in House Report 111–256.

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

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 3 offered by Mr. CARDOZA:

Page 185, line 20, strike ''or''; on line 24, strike the period and insert ''; or''; and after line 24, insert the following new paragraph:

(3) are community colleges located in areas with high unemployment rates.

The Acting CHAIR. Pursuant to House Resolution 746, the gentleman from California (Mr. CARDOZA) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from California.

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

California community colleges recently announced that their enrollment for the 2008–2009 academic year increased at the system's 110 colleges in California by more than 135,000 students. Extremely high unemployment rates and restrictive admissions at the State's 4-year college systems have led to record numbers of students seeking degrees and certificates. This trend in increasing enrollments is being mirrored across our Nation during these tough economic times. While increased enrollments in higher education programs is to be applauded, there is also some concern about our State's ability to manage the impact of enrolling so many new students.

California's community colleges are dealing with nearly $1 billion in cuts as a result of the State's budget crisis this year. The shortfall in funding is placing stress on a system that is already stretched to capacity. H.R. 3221 will provide critical funding opportunities for those very community colleges to better serve their students, filling a funding gap most States are currently unable to meet.

Providing access to affordable higher education, especially at the community college level, is going to be essential to the recovery of congressional districts like mine that have extremely high unemployment rates. As I have said many times, this economic crisis has hit my district particularly hard. In July, the Bureau of Labor Statistics ranked the metropolitan area of Merced, California, with the fourth highest unemployment rate in the Nation at 17.6 percent. Two other metropolitan areas in my district, Modesto and Stockton, had unemployment rates of 16.3 and 16.0 respectively. All three areas are well over the national average unemployment rate of 9.7.

My amendment to H.R. 3221 simply provides community colleges serving in areas with high unemployment rates, higher than the national average like my district, have priority consideration when applying for this grant money. Investing in our community college system, especially the ones in high unemployment areas above the national average, is a critical part of any economic recovery plan; and it will allow our Nation to emerge from this downturn empowered with both the education and workforce skills needed to succeed in the 21st century.

I ask my colleagues on both sides of the aisle to support this commonsense amendment.

□ 1815

I yield to the chairman.

Mr. GEORGE MILLER of California. I thank the gentleman for yielding. I rise in support of his amendment. I think he makes a very important point in terms of the priority that we have to give to those areas that have really received very harsh treatment in this economic dislocation.

We know and we believe and the President has made it clear that community colleges are one of the engines to change those outcomes and to reinvigorate those local economies.

So I strongly support the gentleman's amendment and thank him for offering it.

Mr. CARDOZA. Resuming, Mr. Chair, I would thank the chairman for his work on this bill. It's a fine piece of legislation, and I thank him for supporting my amendment.

Mr. Chairman, as Merced College, Modesto Junior College, and San Joaquin Delta College work hard to retain our workforce and educate the next generation of Americans, they're building a new foundation for hope and prosperity across the country. Investing in these schools and other institutions in these areas suffering from high unemployment rates is critical to the future success of our country. Again, I urge the adoption of my amendment.

I yield back the balance of my time.

Mr. KLINE of Minnesota. Mr. Chairman, I claim time in opposition to the amendment, although I don't oppose the amendment.

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

There was no objection.

Mr. KLINE of Minnesota. Thank you, Mr. Chairman. I just wanted to take a moment, reflecting on the debate that we just had with Mr. HOEKSTRA's amendment, because it strikes to the underlying bill. And that's the problem here: Not this amendment—the underlying bill.

The chairman of the committee, the distinguished chairman, pointed out that there was a broken promise. And I'm sad to say it was entirely predictable that President Bush would be blamed for breaking a promise. But I would point out that we have had Presidents going back for years and Congresses going back for years and this Congress today that is failing to live up to a promise made many years ago, and that's to provide its share, its full funding of special education under IDEA.

And so whether we're talking about green, high-performing schools as a new program or many of the new programs introduced in this legislation, it seems to me we ought to fulfill that promise first rather than starting new programs which will be chronically underfunded and will be competing for that essential funding under IDEA.

So, again, the problem here is not this amendment. I'm going to support this amendment. It's the underlying bill.

I yield back the balance of my time.

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

The amendment was agreed to.

AMENDMENT NO. 4 OFFERED BY MRS. MCMORRIS RODGERS

The Acting CHAIR. It is now in order to consider amendment No. 4 printed in House Report 111–256.

Mrs. MCMORRIS RODGERS. I have an amendment made in order under the rule.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 4 offered by Mrs. MCMORRIS RODGERS:

Page 118, beginning on line 8, strike section 331 and insert the following:

SEC. 331. IMPERMISSIBLE USES OF FUNDS AND CONCURRENT FUNDING.

(a) IN GENERAL.—No funds received under this subtitle may be used for—

(1) payment of maintenance costs, including routine repairs classified as current expenditures under State or local law;

(2) stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public;

(3) improvement or construction of facilities the purpose of which is not the education of children, including central office administration or operations or logistical support facilities; or

(4) purchasing carbon offsets.

(b) FUNDING UNDER OTHER ACTS.—Funds made available under this title shall not be used to assist any local educational agency that receives funding for the construction, modernization, renovation, and repair of facilities under the American Recovery and Reinvestment Act of 2009.

Conform the table of contents accordingly.

The Acting CHAIR. Pursuant to House Resolution 746, the gentlewoman from Washington (Mrs. MCMORRIS RODGERS) and a Member opposed each will each control 5 minutes.

The Chair recognizes the gentlewoman from Washington.

Mrs. MCMORRIS RODGERS. I yield myself such time as I may consume. The amendment that I'm offering today is all about good, responsible government practices—it ensures that Federal resources, limited as they are, are directed to those areas that have the greatest need for construction funds.

This last February, we approved the stimulus package, $787 billion. More than $53 billion went to the State Fiscal Stabilization Fund, which funds States and localities to use the funds for any activity under ESEA, IDEA, the Carl Perkins Career and Technical Education Act, the Adult and Family Literacy Act, or for modernization, renovation, or repair of public school facilities.

I was one of a number of Members concerned about the prospect of creating a nationalized school construction fund, particularly in light of reports indicating the lack of academic achievement made over the last decade by our middle and high school students. For example, the 2006 Program for International Assessment puts United States 15-year-olds in the bottom quarter of participating OCED nations in math literacy and in the bottom third in science literacy.

This is unacceptable. These reports demonstrate that there's more to be done to improve and strengthen the education that our students are receiving, especially as it relates to the Nation's future competitiveness in the global market.

I do not believe that a federalized school construction program, one with limited transparency and accountability, is the solution to the problem.

Let me be clear. There's no doubt that certain schools are in dire need of renovation and repair. We can assist them in making the necessary repairs in order to create safe and secure learning environments. However, once secure funds have been directed to one area for construction and repair, responsible governance tells us that any remaining funds should go to those areas that have not yet received the funding but have a demonstrated need.

My amendment accomplishes this by restricting areas that have already received construction funds through the stimulus package from receiving funds authorized by this bill for construction. H.R. 3221 already provides a limitation on construction funding for community colleges that have received the stimulus dollars. It should be no different for elementary and secondary schools—sending a much needed message that learning should be a priority, especially in the formative years of a child's education.

I urge my colleagues to recognize the need for responsible governance by supporting this amendment.

I reserve the balance of my time.

Mr. GEORGE MILLER of California. I rise in opposition to the amendment.

The Acting CHAIR. The gentleman from California is recognized for 5 minutes.

Mr. GEORGE MILLER of California. I yield myself 1 minute.

This is really sort of a redo of where we were with the previous amendment to strike the construction funds that would be available—in this case, the K–12. The gentlewoman's amendment, as it's drafted, would, if they receive those funds under the Recovery Act, of which one of the allowable costs originally started out with the line item for construction, it became an allowable cost—if they received any of those funds, they would be ineligible to receive these construction funds.

The fact of the matter is the record is starting to develop that very few if any of the school districts were able to use those funds for construction because of the fact of the cuts that took place in almost every State across the country where those funds have been used to try to mitigate the firing of teachers, to continue to try to develop a reasonable class size, and all of the other costs that were going as local school districts were really very hard hit in this economic recovery from the downturn in local revenues, in State revenues. And that's why this amendment is necessary.

The opposition to this amendment is important so that these school districts can receive these funds to build clean, modern, and energy-efficient facilities.

I yield 3 minutes to the gentlewoman from Texas (Ms. JACKSON-LEE).

Ms. JACKSON-LEE of Texas. I thank the distinguished chairman and I thank him for his stellar leadership and an overwhelming change in the way we think about education.

I rise to oppose the present amendment, but support the underlying bill. This is a response to the competitiveness of the world. Each and every district that is represented here in this body, rural and urban, large and small, clamors for more education, particularly secondary education, higher education.

In my own district alone, as it relates to Pell Grants, 23,084 students will be impacted, with as much as $110 million in new Pell dollars that will help not only the Nation's colleges but, in my instance, the 18th Congressional District.

I happen to have a district that has any number of colleges, both private and public, large and small, research and nonresearch, students coming from all economic backgrounds, and I can assure you the importance of Pell Grants is without comparison.

Then I also represent an area that was hit by Hurricane Ike 1 year to the date last week, still suffering from the lack of infrastructure, schools that have been destroyed. And the $359 million that will come in construction dollars to Texas, K–12, is going to be a remarkable change for the people of Galveston or the people on the gulf who are impacted by this devastating hurricane.

In addition, I think it's important to note a full $87 billion in savings. Competition in place. Anyone who wants to provide a student loan—private bank, State bank—can provide it. But we are providing for the hardworking, taxpaying families additional dollars and a fair, even playing field. That's something to celebrate.

We're investing $3 billion to bolster college access and completion support. Crucial issues. I happen to have a very large community college system. I'm gratified that language is in here specifically to enhance community college.

Our community college system is growing with 60,000 students-plus. This is the first step. Go to a community college, be you someone who is working, someone who is raising children, someone who is going back to school, a military person who is retired or has just gotten out of the service, working with the GI Bill—you now have an opportunity to be able to go to a college that has reinforced dollars.

This is a bill that cuts at America's competitiveness. The world is getting smaller. People know science and math. They are looking to be inventive. And that means in order to create an economic engine for this country, we have got to educate our population.

People are clamoring for education. As I indicated, all walks of life, retirees, people who are changing jobs, people who have been laid off and fired. This is a new step.

So let me just say I want to applaud what we are doing here today, not because Members are doing it, but because we're changing lives. I ask my colleagues to support this legislation.

Mrs. MCMORRIS RODGERS. This amendment is about responsibility and recognizing that we have limited dollars. We just passed $53 billion in the stimulus package that includes funding made available for school construction.

There are a lot of priorities within our education system. I, too, am very concerned about competitiveness—about America's competitiveness, about our future, what's happening in our schools. And in Congress we need to make sure that we're getting the resources where they are needed so that our kids can compete, so that our students can succeed. That's not happening. Our students are not competing effectively in the world, in the global environment right now, in the global economy, and we're falling behind. I quoted the numbers for math and science.

What this is doing is just saying that the money that will be made available will be made available to school districts that didn't receive the school

construction money in the stimulus package. In my mind, it prevents double dipping. It will allow more schools to possibly access the school construction dollars, and it will protect other dollars to be used for other priority projects within our education system.

I yield back the balance of my time.

Mr. GEORGE MILLER of California. I yield myself the balance of my time.

It's a very clever amendment. What it says is, if you got money from the stimulus package, you cannot get money for school construction. Mind you, the money in the stimulus package did not provide for school construction. It provided it as an allowable expense. But whether you used it or didn't, under this legislation you wouldn't get it because it was an allowable expense under that legislation.

The fact of the matter is that we have far too many children in this country and every region of this country going to antiquated, outdated, unsafe schools. And the backlog for school modernization, for energy modernization, for trying to clean schools up and repair them and renovate them is as long as the road from here to the West Coast.

And the fact of the matter is that this government has the ability to help those schools to do that. So that those children that you're worried about learning, we know that they learn better if they're in a clean, well lit, warm place to learn, as opposed to a place where the rain is coming through, the lavatories don't work, the windows are broken. That sounds like that's extreme. No, that's the case in far too many schools all across this country in all different settings.

We should reject this amendment. I would urge my colleagues to vote ''no.''

□ 1830

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from Washington (Mrs. MCMORRIS RODGERS).

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

Mr. KLINE of Minnesota. Mr. Chairman, I demand a recorded vote.

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

AMENDMENT NO. 5 OFFERED BY MS. PINGREE OF MAINE

The Acting CHAIR. It is now in order to consider amendment No. 5 printed in House Report 111–256.

Ms. PINGREE of Maine. Mr. Chair, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 5 offered by Ms. PINGREE of Maine:

Page 109, line 24, strike ''and''.

Page 110, line 5, strike the period at the end and insert ''; and''.

Page 110, after line 5, insert the following:

''(C) local educational agencies serving geographic areas that contain a military installation selected for closure under the base closure and realignment process pursuant to the Defense Base Closure and Realignment Act of 1990 (part A of title XXIX of Public Law 101–510; 10 U.S.C. 2687 note).''.

The Acting CHAIR. Pursuant to House Resolution 746, the gentlewoman from Maine (Ms. PINGREE) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from Maine.

Ms. PINGREE of Maine. Thank you very much, Mr. Chair.

In addition to making landmark investments in higher education and student financial aid, H.R. 3221 provides over $4 billion in funding for K–12 public schools. This funding is critical to ensure that students grow up and learn in healthy, safe environments that maximize their chances to receive a quality education and graduate from high school. This is particularly challenging for areas that are facing extraordinary economic hardship. Public schools in these areas need additional attention and support to make sure these students have every opportunity to succeed.

H.R. 3221 currently sets aside $200 million in reserve funding for K–12 schools that are located in areas suffering from a natural disaster or severe economic distress. However, it does not recognize areas affected by the closure of a military base due to Base Realignment and Closure, the BRAC process, as eligible for this emergency educational funding. A base closure, such as the closure of the Brunswick Naval Air Station in my district, is a devastating event in a community. Schools in these communities need special attention, because unlike areas hit by economic recession, the closure of a base means the overnight disruption of the local economy. With a dramatic loss of taxpayers and Federal Impact Aid funding, which disappears 1 year after the students leave, BRAC communities are left without a dependable source of funding for critical school repairs.

In Brunswick, Maine, in my district, the closure of the once vibrant Brunswick Naval Air Station will result in an estimated 7,000 total jobs lost, a reduction in 10 percent of the public school population, and millions of dollars in lost economic activity, including $1 million in school funding that will be lost.

And my district is not alone. The closure of the Naval Air Station in Corpus Christi, Texas, will result in over 7,000 military and civilian jobs lost from that area. In fact, the 2005 BRAC resulted in the closure of major Army, Navy and Air Force bases in States across the country, including Maine, Georgia, New Jersey, New York, Virginia, Pennsylvania and Texas. Mr. Chair, schools in communities affected by these closures would all be eligible to benefit from much-needed funding under this amendment. We need to help communities like Brunswick recover from the loss of a military base, and we need to give them the resources they need to maintain a high-quality school system.

These investments in education are critical to putting these communities on a path to economic growth and redevelopment. The need for emergency educational funding in areas affected by the base closures is clear. My amendment helps public schools in BRAC communities recover from the devastating impact of losing hundreds of students and millions of dollars in taxpayer support.

I urge you to support the schools, teachers and students in BRAC communities by voting ''yes'' on this amendment.

I reserve the balance of my time.

Mr. GUTHRIE. Mr. Chair, I rise to claim the time in opposition even though I do not oppose the amendment.

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

There was no objection.

Mr. GUTHRIE. Mr. Chairman, supporting our men and women in uniform is important, and so too is it important to support the communities where the military has left an imprint. I think this is a reasonable way of targeting funding, and I will not oppose the amendment.

As we try to do what's best for communities, including those impacted by a base closure, we should consider job losses that would come as a result of this underlying bill.

I reserve my time.

Ms. PINGREE of Maine. I yield such time as he may consume to the gentleman from California (Mr. MILLER).

Mr. GEORGE MILLER of California. I want to thank the gentlewoman for offering this amendment. I know how hard she has worked on this problem and the impact that a BRAC closure can bring to all of our communities. Many of us have experienced that in the past and even again currently. I want to thank her for this amendment, and I would hope that we would accept it. We plan to accept the amendment on this side, and apparently the Republicans will accept it on their side. Thank you so much for offering this.

Ms. PINGREE of Maine. Thank you for your thoughts. I just want to, once again, urge my colleagues to support this amendment, the schools and the teachers in those communities that are affected by the BRAC.

I yield back the balance of my time.

Mr. GUTHRIE. Mr. Chairman, I do think it is a good way to target this funding to assist communities that are affected by Federal decisions in the Base Realignment and Closure, be they positive or negative for those communities.

I yield back my time.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from Maine (Ms. PINGREE).

The amendment was agreed to.

AMENDMENT NO. 6 OFFERED BY MS. PINGREE OF MAINE

The Acting CHAIR. It is now in order to consider amendment No. 6 printed in House Report 111–256.

Ms. PINGREE of Maine. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 6 offered by Ms. PINGREE of Maine:

Page 140, beginning on line 18, strike subsection (e) and insert the following:

''(e) CONCURRENT FUNDING.—Funds made available under this section shall not be used to assist any community college that receives funding for the construction, modernization, renovation, and repair of facilities under any other program under this Act''.

The Acting CHAIR. Pursuant to House Resolution 746, the gentlewoman from Maine (Ms. PINGREE) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from Maine.

Ms. PINGREE of Maine. Thank you, Mr. Chair.

H.R. 3221 makes a remarkable investment in higher education at a time when our country needs it the most. But during these tough economic times, students need to be able to access an affordable education.

In my home State of Maine, we have one of the highest high school graduation rates in the country but one of the lowest rates for entry into college. Far too often, qualified, hardworking students in my State don't go to college because their families just can't afford it.

President Obama set a goal that by 2020, America will once again have the highest proportion of college graduates in the world. Investment in our community colleges is essential to achieving this goal in Maine and across the country. Community colleges are a critical resource for new and returning students who want to further their education and enhance their job skills. They provide a wide variety of innovative educational programs at affordable rates, and American families recognize the value of community colleges. In my State and many others, there are waiting lists because the community colleges can't handle the demand. That is why we must ensure that these schools have the funding they need to construct new facilities as well as the ability to renovate and repair existing facilities to create safe, energy-efficient, effective learning environments.

The need is high. The American Association of Community Colleges estimates that it would take roughly $100 billion to fully fund the construction and renovation of community colleges across the country. This far exceeds the $2.5 billion that we have set aside under this bill. Unfortunately, when this bill was originally drafted, it included a provision to prohibit any community college that received Recovery Act funding from receiving grants for construction or repair. That's why I'm offering this critically important amendment.

The intent of the recovery package was to provide a temporary injection of money into our economy and to create jobs and support our States, schools and local communities who were struggling during an economic downturn. States were encouraged to use this money for facility improvements and modernization. In Maine, every community college except one accepted this funding. They had no way of knowing that using these funds would interfere with their ability to access additional support. These schools should not be penalized for accepting this help.

It is also important to note that this amendment would also permit Historically Black Colleges and Universities to receive assistance under this bill, even if they also received assistance under the Higher Education Act of 1965. These institutions play an important role in our educational system and should not be excluded from the benefits provided by this bill. As President Obama declared, It's time to reform our community colleges so that they provide Americans of all ages a chance to learn the skills and knowledge necessary to compete for the jobs of the future. This amendment and the underlying bill will help do just that.

I urge a ''yes'' vote on this amendment, and I reserve the balance of my time.

Mrs. MCMORRIS RODGERS. Mr. Chair, I rise to claim time in opposition.

The Acting CHAIR. The gentlewoman is recognized for 5 minutes.

Mrs. MCMORRIS RODGERS. Mr. Chair, I rise in opposition to this amendment. My opposition is an attempt to put this Congress on a path to fiscal responsibility. I'm a big supporter of the community colleges and the important opportunities that they offer students across this country. But as I described just a few minutes ago, last February this body approved $53 billion in spending for schools, including higher education facilities, for activities including construction. I expressed concern then, as I am now, that this federalized school construction fund is not the answer to improving our Nation's education system. In fact, the Higher Education Act already includes a program by which community colleges can receive funding for construction and repairs.

If this amendment passes, there will be three Federal construction funding sources for community colleges to choose from—the stimulus package, the Higher Education Act and H.R. 3221, the underlying bill.

When I talk to community colleges, and when I talk to schools in my district, what they want is more flexibility, more local control, not more programs with more strings attached to them, particularly at a time when this Nation is running record deficits, we're losing thousands of jobs, and families are struggling to make ends meet. It seems to me that once funds have been obtained by a community college for construction, any remaining funds should be directed toward job training or teaching displaced workers new job skills.

To me, this amendment makes the statement that we are not concerned about the Nation's fiscal status. Well, I am concerned, and I urge my colleagues to be concerned as well by opposing this amendment.

I reserve the balance of my time.

Ms. PINGREE of Maine. Mr. Chair, I rise again to support the amendment and to talk about the importance of community college modernization, about the ability for our community colleges to rebuild and restructure these important institutions. In this time of such dire economic need, I find that so many of my constituents are contacting me and saying, You know, at this moment in time, I plan to go back to college and get an education; I want to do everything I can to make sure that as the economy improves, I am ready and prepared with the skills for this new century.

People want to have green jobs. They want to be prepared for the new technology. They want an education. And as young people grow up in my State—particularly my State, 38th in per capita income—many, many families struggling in this economy, the one thing we hear over and over again is that those young people in our State who graduate from high school at such high rates want to go on to college, they want to make sure they can get a college education. But over and over I hear from young people, You know, we couldn't afford it; I had to take a year off. And we hear from the community colleges, We can't expand fast enough; we can't make sure that we have the space available for the young people who want to attend college in our State.

In this time of dire economic need, when our State is turning to the Federal Government and saying, Do what you can to help us with education, I can't imagine any reason not to support our community colleges, not to make sure that they are able to take advantage of every possible opportunity for educational funding.

I come from a State that has really struggled to balance the budget, like so many other States across the country. Our State has made cuts everywhere they could to local education, places that we never wanted to go in the State Government to make those cuts. And you know what I hear all the time from my State legislators, from my former colleagues in the State legislature? They say, Please make sure that the Federal Government puts all the money it can into education, particularly higher education.

That's what this amendment does. It makes sure that no community college is penalized for taking advantage earlier. It makes sure that every community college is available to be there for our young people. I continue to support this amendment. I think it's so important in my State and so many other States. I encourage my colleagues to vote ''yes'' on this amendment.

I yield back the balance of my time.

Mrs. MCMORRIS RODGERS. Mr. Chair, it is really about fiscal responsibility. And instead of starting a new program with the limited dollars that we have, let's direct those dollars to our community colleges, but let's direct it to the programs that will actually offer job retraining, job skills and offer more programs that we need all across this country rather than another school construction program to complement two funding sources that already exist.

With that, I stand in opposition.

I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from Maine (Ms. PINGREE).

The amendment was agreed to.

□ 1845

AMENDMENT NO. 7 OFFERED BY MS. FOXX

The Acting CHAIR. It is now in order to consider amendment No. 7 printed in House Report 111–256.

Ms. FOXX. I have an amendment at the desk, Mr. Chairman.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 7 offered by Ms. FOXX:

Page 27, beginning on line 20, strike ''has the meaning given'' and all that follows through ''2009'' and insert ''refers to a State public employment service established under the Wagner-Peyser Act (29 U.S.C. 49 et seq.)''.

Page 27, line 25, strike ''have the meanings given'' and all that follows through page 28, line 2, and insert ''refer to a State workforce investment board established under section 111 of the Workforce Investment Act (29 U.S.C. 2821) and a local workforce investment board established under section 117 of such Act (29 U.S.C. 2832), respectively.''

Amend title V of the Bill to read as follows:

TITLE V—PRIVACY AND ACCESS TO DATA

SEC. 501. PRIVACY AND ACCESS TO DATA.

(a) IN GENERAL.—Each State or consortia that receives a grant under any provision of this Act shall implement measures to—

(1) ensure that the statewide longitudinal data system under this subsection and any other data system the State or consortia is operating for the purposes of this Act meet the requirements of section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly known as the ''Family Educational Rights and Privacy Act of 1974'');

(2) limit the use of information in any such data system by governmental agencies in the State, including State agencies, State educational authorities, local educational agencies, community colleges, and institutions of higher education, to education and workforce related activities under this Act or education and workforce related activities otherwise permitted by Federal or State law;

(3) prohibit the disclosure of personally identifiable information except as permitted under section 444 of the General Education Provisions Act and any additional limitations set forth in State law;

(4) keep an accurate accounting of the date, nature, and purpose of each disclosure of personally identifiable information in any such data system, a description of the information disclosed, and the name and address of the person, agency, institution, or entity to whom the disclosure is made, which accounting shall be made available on request to parents of any student whose information has been disclosed;

(5) notwithstanding section 444 of the General Education Provisions Act, require any non-governmental party obtaining personally identifiable information to sign a data use agreement prior to disclosure that—

(A) prohibits the party from further disclosing the information;

(B) prohibits the party from using the information for any purpose other than the purpose specified in the agreement; and

(C) requires the party to destroy the information when the purpose for which the disclosure was made is accomplished;

(6) maintain adequate security measures to ensure the confidentiality and integrity of any such data system, such as protecting a student record from identification by a unique identifier;

(7) where rights are provided to parents under this clause, provide those rights to the student instead of the parent if the student has reached the age of 18 or is enrolled in a postsecondary educational institution; and

(8) ensure adequate enforcement of the requirements of this paragraph.

(b) USE OF UNIQUE IDENTIFIERS.—It shall be unlawful for any Federal, State, or local governmental agency to—

(1) use the unique identifiers employed in such data systems for any purpose other than as authorized by Federal or State law; or

(2) deny any individual any right, benefit, or privilege provided by law because of such individual's refusal to disclose the individual's unique identifier.

Conform the table of contents accordingly.

The Acting CHAIR. Pursuant to House Resolution 746, the gentlewoman from North Carolina (Ms. FOXX) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from North Carolina.

Ms. FOXX. Mr. Chairman, I want to thank the Rules Committee for making my amendment in order and am glad to be here to speak on this bill.

First I want to say that my whole life was spent in education. I was president of a community college. I spent 12 years on a school board. I taught and was an assistant dean at Appalachian State University, so I was an administrator there. I was the director of a TRIO program at Appalachian. So I have been very much involved with education all my life. I am the product of a public school system and give credit to the success that I've had in life to the fact that I had great teachers and administrators who cared a lot about me and gave me some direction, although I came from extreme poverty and from a family where no one had ever graduated from high school.

I'm a very strong supporter of community colleges because I believe community colleges have been terrific in our country, particularly in North Carolina. I think we have an excellent system of community colleges, and so I am very proud of having been associated with them. They were created to be able to serve the community in which they are located, and they're able to pivot very quickly to offer the kinds of programs that the community needs, particularly in the area of workforce development.

So I want to say that while I'm here to strike a part of this bill that would be spending money on new educational programs, it isn't because I have any animus toward education programs at all—and I have great experience in that area. But my amendment strikes the entire American Graduation Initiative created by title V of the bill while maintaining the privacy provisions that apply to the whole act. These privacy provisions are very important because they ensure that student information is protected from individuals not authorized to view it and that students can't be identified by any unique identifier. This is also an area that I have been very much concerned about.

Title V authorizes and appropriates a total of $730 million between FY 2010 and FY 2030 and $680 million between FY 2014 and 2019. The savings from my amendment would be put towards deficit reduction.

My objections to this section come from several different areas. Number one, this is duplicative of programs already authorized under the Higher Education Act and the Workforce Investment Act. The new open online education provision gives authorization grants from the Federal Government to develop curricula that will be used in online courses. In my opinion, this is a step towards Federal curriculum for schools and colleges. It also severely interferes with the authority of States and localities to determine the curriculum that schools provide. This provision also wastes taxpayer money to federally fund an online course initiative that's already being provided by 1,000 colleges and universities across the country.

I am also concerned about a provision in that section which says, ''The Secretary is authorized to make grants to other appropriate entities.'' Is it possible that ACORN could receive funding through this broad statement? Can the majority promise me on the record that $1 is not now nor will it go to ACORN after passage of this bill? Again, the way this section reads, it can go to other appropriate entities. And we have seen how the folks on the other side have found every excuse in the world to fund that program.

We also aren't getting any sense of responsibility from the kind of legislation that's being passed here that we're hearing so much about from the President and my colleagues on the other side. We've heard so much about how the States don't have the money to do what they need to do. This is then a welfare program for the States and the community colleges within the States.

The community colleges already have programs where they evaluate what they're doing. They have to justify their programs, and the State should be setting priorities and funding those things that are most needed in the State. With unemployment as high as it is, I know that all the community colleges in North Carolina are setting priorities to work with people who need to get the education they need to get jobs, but there is so much taxpayer money wasted here on administration and bureaucracy and very little lack of accountability, despite what my colleagues have said.

The Acting CHAIR. The time of the gentlewoman has expired.

Mr. GEORGE MILLER of California. Mr. Chairman, I rise in opposition to the amendment.

The Acting CHAIR. The gentleman is recognized for 5 minutes.

Mr. GEORGE MILLER of California. I yield 2 minutes to the gentleman from New Jersey (Mr. ANDREWS), a member of the committee.

(Mr. ANDREWS asked and was given permission to revise and extend his remarks.)

Mr. ANDREWS. Mr. Chairman, I rise in opposition to this amendment.

This amendment does not pose a choice between those who support bureaucracy and those who support education. It poses a choice between those who wish to see economic growth by investing in the most important aspect of economic growth, our workforce, and those who would prevent such a thing.

I would not rely on this argument on, frankly, my colleagues here in the House, although I commend them for putting this in the bill. I would rely instead upon this statement from the Business Roundtable, which is the association of chief executive officers of leading U.S. companies with more than $5 trillion in annual revenues and 10 million employees. So this is not the community colleges speaking. This is not those of us on the majority side speaking. It is the CEOs of the leading companies in America, and here is what they said:

''On behalf of the Business Roundtable, I want to commend you''—it's addressed to Chairman MILLER—''for inclusion of the Community College Initiative in H.R. 3221. This Community College Initiative and the President's American Graduation Initiative reflect the fact that community colleges have emerged as important institutions where acquiring skills for new jobs and new careers will take place.''

The United States cannot compete without the most highly skilled and motivated workers in the world, and I dare say that our odds of achieving that goal in the workforce are severely compromised if our community college sector is not strengthened.

The community colleges that I represent are overwhelmed with new applicants. They're overwhelmed attempting to find facilities and resources to deal with the education of those new applicants. That's why my colleges would agree with the CEOs of the biggest companies in this country who say that the Community College Initiative is so important for community colleges to reach their potential.

Let us not unduly constrict these fine institutions. Let us not listen to Republicans or Democrats. Let's listen to the leaders of corporate America who say, vote ''yes'' and oppose this amendment.

Mr. GEORGE MILLER of California. I yield 2 minutes to the gentleman from North Carolina (Mr. MILLER).

Mr. MILLER of North Carolina. Mr. Chairman, it's astonishing that when unemployment in many parts of North Carolina is more than 13 percent that I have to defend an investment in community colleges.

Community colleges give students a chance to learn the skills that they will need to support themselves and support their families, and community college students move heaven and Earth to take advantage of that chance. Community college students often work full time, go to school full time, and for many, you can put on top of that, taking care of their children.

In North Carolina, about one adult in six is enrolled in the community college each year. All manner of workers depend on our community colleges for the skills they need for their livelihood: construction workers, law enforcement and other first responders, biotech workers, all manner of health care workers, and on and on. Talk to community college students and you will learn what industries are laying off and what industries are hiring.

North Carolina, like much of the Nation, was already going through a tough economic transition even before the recession, and millions of families depend on a community college education to make it through. And tough economic times have only made community colleges more important. Enrollment in North Carolina's community colleges increased by 8 percent just last year, and preliminary data shows that enrollment is increasing even more this year.

I welcome the Obama administration's recognition of the importance of community colleges to working families, to breadwinners willing to work hard to learn new skills. It is long overdue. And North Carolina's community college leaders welcome that, too, and strongly support this program.

I have a letter dated just yesterday from the President of North Carolina's Community Colleges strongly supporting this program. Help parents who will make any sacrifice to support their families. Vote for working families. Defeat this amendment.

Mr. GEORGE MILLER of California. Mr. Chairman and Members of the House, this amendment should be overwhelmingly rejected. Not only does it destroy the Obama administration's initiative on community colleges, but it destroys what almost every Member knows, that as much as the community colleges are doing today, as many students as they help, they're being asked to do even more. And the fact of the matter is we need them to do more, and we need them to do a better job.

We still have too many students who are starting community colleges but are not successfully completing it, either with a certificate for a career or an AA degree or transition to a 4-year school, whatever path they take. We have got to strengthen those pathways that those students take. We have got to strengthen the ability of the community colleges to make sure that they can provide that kind of opportunity. They are becoming the catalyst for economic innovation, economic change, economic revitalization and flexibility in all of our communities.

And what the Obama administration is suggesting with this initiative is that we should help them do that because we're vitally in need of their success so that people can change the careers as we move from one economy to another. As energy becomes modern and innovative and new, we need a different type of energy worker.

We must defeat this Foxx amendment. We must stick by this initiative and support the community colleges.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from North Carolina (Ms. FOXX).

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

Mr. GEORGE MILLER of California. Mr. Chairman, I demand a recorded vote.

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

Mr. GEORGE MILLER of California. Mr. Chairman, I move that the Committee do now rise.

The motion was agreed to.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. ANDREWS) having assumed the chair, Mr. KISSELL, Acting Chair of the Committee of the Whole House on the State of the Union, reported that that Committee, having had under consideration the bill (H.R. 3221) to amend the Higher Education Act of 1965, and for other purposes, had come to no resolution thereon.

□ 1900

SPECIAL ORDERS

The SPEAKER pro tempore (Mr. KISSELL). Under the Speaker's announced policy of January 6, 2009, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Mr. POE) is recognized for 5 minutes.

(Mr. POE of Texas addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from California (Ms. WOOLSEY) is recognized for 5 minutes.

(Ms. WOOLSEY addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

IN MEMORY OF 1ST LT. MICHAEL E. JOHNSON, USMC

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Virginia (Mr. NYE) is recognized for 5 minutes.

Mr. NYE. Mr. Speaker, I rise today to honor the service and sacrifice but, most importantly, the life of First Lieutenant Michael E. Johnson of the United States Marine Corps, who gave his life to defend our Nation.

Mike Johnson grew up in the sand and surf of Virginia Beach, along with his twin brother Dan and his younger brother Steve. At Hickory High School in Chesapeake, he was an accomplished athlete and a member of the crew team. From an early age, he always talked of following in his grandfather's footsteps and becoming a marine.

Mike loved the outdoors, and after visiting relatives in Oregon, he decided to attend college at Oregon State. In college, he met his soul mate, Durinda, and in 2007 they were married in her hometown of Keizer, Oregon.

Mike told his friends that, one day, he hoped to become a park ranger, bringing together his love of the outdoors with his commitment to public service; but for Mike, duty came first, and with our country at war, Mike decided that his own dreams would have to wait.

He joined the Marines. After training at Quantico, Mike and Durinda moved to Okinawa, Japan where, First Lieutenant Johnson was assigned to the Seventh Communications Battalion, Third Marine Headquarters Group, III Marine Expeditionary Force.

Two months ago, Mike was deployed to Afghanistan where he was assigned as part of an embedded team that was training the Afghan Army. On September 8, his unit was attacked by insurgent fighters as they approached a village in eastern Afghanistan. In a firefight that lasted over 8 hours, Mike and three other Americans were killed.

As a husband, a son, a brother, and a friend, Mike was a positive influence on everyone around him. He loved his family and his friends, and he cherished every moment he had with them.

Mr. Speaker, across Virginia today, flags are flying at half-staff in honor of Lieutenant Johnson and his memory; but for those lucky enough to have known him, he will always be remembered for the smile that never left his face and by the words he lived by: carpe diem and Semper Fi.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Carolina (Mr. JONES) is recognized for 5 minutes.

(Mr. JONES addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Kansas (Mr. MORAN) is recognized for 5 minutes.

(Mr. MORAN of Kansas addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Ohio (Ms. KAPTUR) is recognized for 5 minutes.

(Ms. KAPTUR addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Indiana (Mr. BURTON) is recognized for 5 minutes.

(Mr. BURTON of Indiana addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New York (Mr. MAFFEI) is recognized for 5 minutes.

(Mr. MAFFEI addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Virginia (Mr. WOLF) is recognized for 5 minutes.

(Mr. WOLF addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Florida (Mr. GRAYSON) is recognized for 5 minutes.

(Mr. GRAYSON addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Mr. NEUGEBAUER) is recognized for 5 minutes.

(Mr. NEUGEBAUER addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from American Samoa (Mr. FALEOMAVAEGA) is recognized for 5 minutes.

(Mr. FALEOMAVAEGA addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Utah (Mr. BISHOP) is recognized for 5 minutes.

(Mr. BISHOP of Utah addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Georgia (Mr. DEAL) is recognized for 5 minutes.

(Mr. DEAL of Georgia addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Virginia (Mr. FORBES) is recognized for 5 minutes.

(Mr. FORBES addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

TORT REFORM

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

Mr. COFFMAN of Colorado. Mr. Speaker, the President's mention of a tort reform demonstration project in his speech to Congress last week was a red herring. By putting Secretary Sebelius in charge of evaluating a tort reform demonstration project, the President has left tort reform to the former executive director and chief lobbyist for the Kansas Trial Lawyers Association. The President may have well just said, ''We need to protect the hen house, so I'm appointing the fox to evaluate security.''

Democrats deride the status quo in health care, waving their fingers and blaming special interests, but their rhetoric fails to meet reality. In a moment of extreme candor, Howard Dean, the former DNC chairman, said, The reason why tort reform is not in the bill is because the people who wrote it did not want to take on the trial lawyers, and that is the plain and simple truth.

Talk about beholding the special interests.

Mr. Speaker, if Democrats were serious about reducing costs and about making health care more affordable without bankrupting our country, they would embrace tort reform. The fact is they just aren't.

HEALTH CARE

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 2009, the gentleman from Missouri (Mr. AKIN) is recognized for 60 minutes as the designee of the minority leader.

Mr. AKIN. Mr. Speaker, it's a treat to be able to join you, Members of Congress, and those listening in tonight on a topic that has absorbed the attentions of our country, the topic of health care.

This week, the President delivered a major address to the House, to the Senate and to the public about his health

care plans. It was really a big debate. There was a lot of discussion, actually some heated kinds of words, some concerns about facts, and what was opinion and what was fact. All of these things have probably been inescapably in the news for many of us to observe. The big debate on the facts calls forth that old quip that everybody is entitled to their opinions, but there's one set of facts.

What we're going to try to take a look at this evening are some of these different controversial areas and how you straighten this thing out and why there is controversy and why there is debate over what the facts are, even though people have their own opinions.

So when we take a look at this—I apologize. Being an engineer, I may tend to make things a little complicated here. This is a chart of the Democrats' health care plan. If it seems like it's a little complicated, it's because it is a little bit complicated; and something as complicated as this, obviously, is going to make it a little difficult for people to sort out.

What exactly are the facts? That's what we're going to be working on.

I'm hoping to be joined by some of my colleagues who are experts in certain areas here of the health care plan, but I think just to start with: sometimes a picture is worth 1,000 words. This is a fairly complicated proposal by the House Democrats in their bill. Essentially, it is going to try to take over 18 percent of the U.S. economy, which is the entire health care sector, and put it under government management. Now, it doesn't do that immediately, but that's its net effect over a period of time. So, if there are some debates over facts and questions, it may not be surprising.

Now, perhaps, when you take a look at a big government takeover of something in any particular area of our government, one of the things that you worry about is that it may become expensive and that your quality may go downhill. There have been complaints sometimes about the Federal Emergency Act and about the FEMA people. There were concerns about their performance during Katrina. There were concerns about the performance of the post office relative to how much it cost. There were concerns about the CIA, about the kinds of numbers they gave us on Iraq before Gulf War I and Gulf War II. They got it wrong both times.

I do yield to my good friend from Minnesota (Mr. KLINE).

Mr. KLINE of Minnesota. I thank the gentleman for yielding, and I very much appreciate his leadership and his taking the time to do this.

I wonder if the gentleman would mind putting up that first chart, because it strikes me that it's a pretty complicated chart, as the gentleman said. I found that, when I was back in my home State of Minnesota and when I was traveling around, talking to groups, I used that chart a number of times.

I want to point out that it was, indeed, prepared by the Republican staff, but there is nothing on that chart that isn't in the bill. That is a best-effort depiction to describe what this bill does.

Mr. AKIN. If the gentleman would yield, if you're talking about a 1,000-plus-page bill and if you're trying to put it on one chart, it's going to look a little complicated.

I yield.

Mr. KLINE of Minnesota. Exactly. Exactly. It is over a 1,000-page bill, and it is complicated. The reason I asked the gentleman to put it back up is that I've been struck by a number of proponents, the supporters of this bill, including, frankly, the President of the United States, who've said, Well, the public option is just a little slice. It's not everything. It's a little slice of this reform.

So, one time, I tried to look at that and ask, Well, where is that little slice? Can I take the public option out of this, off that chart? Can I find that little slice?

It turns out that you cannot find that. It is interwoven. There is a Bureau of Health Information; there is a Health Choices Administration and a Health Choices Commissioner. You can't just go and remove one of those little squares and say, Well, that's the public option, and we're left with a simpler bill of reform without this government-run option. It's an integral, woven part of that whole 1,100-page package.

Mr. AKIN. It's like, if you had a rug and you took out all the threads going one way, the whole thing wouldn't make any sense almost.

Mr. KLINE of Minnesota. Well said.

Let me make one more point before you move on. I think you made another very important point.

You said this is the Democrats' health plan.

Mr. AKIN. Yes.

Mr. KLINE of Minnesota. That's really too bad. There is not a drop of Republican ink on the 1,100-page bill. That bill moved through three committees in this body, in this House, and Republicans tried repeatedly to make amendments but without success. The amendments failed largely on a party-line vote. So we have a Democrats' bill.

Mr. AKIN. Gentleman, I can't help but interrupt you there for a minute because I've heard it said repeatedly, and particularly by the President, that the Republicans don't have any alternatives or options. The fact is there are dozens of Republican bills, and none of them were put into any of this.

Mr. KLINE of Minnesota. I thank the gentleman. That's an excellent point.

It seems to me that we should not be at a point where we are competing the Democrats' 1,100-page bill with, presumably, the Republicans' 800-page bill, 900-page bill or 1,000-page bill. What we should do to get a bipartisan solution is take that whole 1,100 pages and push it off. We should set aside the bills that have been introduced, and we should sit down and see where Republicans and Democrats could actually agree on something.

A Republican proposal we've discussed many times is allowing young people to stay on their parents' insurance until they're 25 years old. If you just did that one thing, if we sat down, Republicans and Democrats, and said we're going to push all this aside and we're going to push a reset button and we're going to agree on this one thing, you would take 7 million of the uninsured and they'd be insured. There are many things we could agree on, but not dealing with that.

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Mr. AKIN. What you are suggesting, Gentleman, it's almost too commonsense for us to do. One of the ways that when we do create good legislation, usually there is a good consensus, and the minority and majority parties work together, they put stuff together and say, Well, this is the stuff we can agree to, this is the stuff other people can agree to, but together let's take a piece of the problem and solve it.

Instead, what this is is an attempt to take—what is it, one-fifth of our economy—and federalize it. And that's a pretty ambitious step, even if everybody agreed, this will be an ambitious step. And in this case, not one Republican agrees and agrees in the House or Senate, from what I know. Even if they did, this would be very ambitious to try to rewrite 18 percent of the U.S. economy and federalize the whole thing. That's a pretty ambitious thing to do.

Mr. KLINE of Minnesota. Well, let me pick up on this point of a bipartisan effort.

I serve also on the Armed Services Committee, as the gentleman knows. You will recall that earlier this year, the chairman of the Armed Services Committee, the distinguished gentleman from Missouri (Mr. SKELTON) and the then-ranking Republican member, the gentleman from New York (Mr. MCHUGH) said we ought to see if we can do something about the defense acquisitions system.

Everybody knows that it is a mess. Hundreds of dollars for hammers, huge cost overruns. We need to fix that system.

And, if you will recall, the approach was to get some Republicans and some Democrats to sit down. And our friend from New Jersey, ROB ANDREWS, was chosen to represent the Democrats and our friend, MIKE CONAWAY, from Texas was chosen. They sat down together and they wrote legislation.

Mr. AKIN. Actually solved some problems.

Mr. KLINE of Minnesota. It actually solved some problems. You will recall when they finished they had a pretty good bill, experts agreed it would help, and it passed that committee unanimously.

Mr. AKIN. Ran right through.

Mr. KLINE of Minnesota. And it should, because that's the way to solve the problem. You cannot take behind closed doors, one party, go write a bill, an 1,100-page bill, at a cost that, oh, it depends on what given moment you are looking at it, but it's somewhere well over a trillion dollars, and present it and say, frankly, as the President did, Well, I am open to suggestions.

Well, the best suggestion I would offer to the President and to my colleagues, the majority party here is, let's set that aside and sit down and see if there is something we can't agree on here.

And don't do as the lady did, a wonderful lady when I was back in Minnesota said, Congressman, is there some piece of this that if you took it out, it would be okay. And it's back to your wonderful example of pulling the strings on a rug. Pretty soon it doesn't function at all. You can't reach in there and take out one little piece and say, Well, yes, I could support that if we just took out the Health Choices Administration.

If you take the Health Choices Administration out, it collapses. That's important.

Mr. AKIN. Gentleman, I would like to get to some of these questions that have come up, questions the President has raised, other people have raised, and take a look at them a little bit more carefully now that we have a little bit of time to say, What is the story? What are the real facts? Because you are entitled to your own opinion, but not to your own facts.

So one of the first things you are going to think about is in our environment, is this health care proposal expensive or is it too expensive? Somebody once quipped that if you think health care is expensive now, just wait till it's free.

So how do we take a look to assess how expensive it would be? You know, the President started his speech last week by saying, Hey, I inherited a trillion-dollar debt.

And immediately, as a member of the other party, I thought, well, you inherited a trillion-dollar debt, but you are not doing too shabby yourself. Because if you look at the Wall Street bailout, half of that was under his leadership, that's $350 billion. You have got another $787 billion for this supposedly stimulus bill.

You have got SCHIP, and then you have got, what was it, the appropriations bill. And then the huge bill that was passed, the cap-and-tax bill in this House, that all adds up to $3.6 trillion.

So I think it's reasonable to ask the question is this thing where the government takes over 18 percent of the economy going to be expensive? And he said it's going to be so efficient that we are not going to have any debt, and it's going to be fantastic and will hardly cost anything because we will take the money out of Medicare.

And so with a bill that's sort of plastic, I mean, you have got a 1,000-page bill, and people want to change it all the time. No one really—hasn't been finalized, all we have is the 1,000-page draft. How much do you assess how much it's going to cost?

Well, one way to do it is, here is Medicare and here is Social Security and Medicaid, the three biggest entitlements we have got, and they are growing out of control. So what we are claiming is that this socialized medicine bill is not going to do what these other socialized medicine things did or particularly Medicare and Social Security.

Now the liberals agree to these numbers. They are saying Yes, these things are growing out of control, but this proposal is not supposed to.

Mr. KLINE of Minnesota. Well, if the gentleman would yield one more time, I hate to interrupt, but you have got a depiction there of the unfunded liabilities, how much more we expect to spend on those programs than we expect to bring in.

And that goes out for a number of years, I see out there, 2008, 2052 and so forth. And we do need to look out there, we do need to recognize those unfunded liabilities. We do need to address that.

But you don't need to look that far. Right now, with the latest projections that have come out of the White House, taking the projected deficit spending, how much more we are going to spend than we are going to take in over the next 10 years, increasing that from $7 trillion to $9 trillion. Trillion dollars. It used to be hard to say that. But now, we just talk about trillions.

Mr. AKIN. It was billions, now trillions.

Mr. KLINE of Minnesota. Trillions now. If you just take the next 10 years, the current debt, which is a staggering number in itself, it is approaching $12 trillion right now. The Secretary of the Treasury is asking us to lift the cap, the statutory cap on the debt, and you add the $9 trillion of projected deficits—I ask the gentleman, what does the number $21 trillion of national debt in the next 10 years do?

And that's without counting the cap-and-trade bill which passed so early in the House and shouldn't have passed at all. It doesn't count this health care bill, which already we know, the Congressional Budget Office projected that the bill that's in front of us, H.R. 3200, almost $240 billion of deficit spending, and it doesn't count for the out years where the deficit runs over $60 billion. Yes, it's a staggering amount of money.

Mr. AKIN. So there is a good reason for people to be saying ''hold on'' in terms of these Big Government solutions. We are just absolutely not spending our kids, but our grandchildren, into debt with these things.

And I guess the question is, when you go from George Washington to George Bush, and you are running at, whatever it is, $5 trillion, and then you are going to add another 8 just under the Obama administration, doesn't that suggest that perhaps we need to kind of get off the accelerator of spending government money?

Mr. KLINE of Minnesota. Absolutely, it does. And speaking of grandchildren, my wife and I are planning to travel down and spend a little time here in a week or two with the grandchildren. I have four wonderful grandchildren. I always say best grandchildren, but then I run up against somebody like the gentleman who actually thinks his grandchildren are the best.

We are going down to visit them. I am thinking I should just get down on my knees and thank them, because they are going to pay all these bills, and it's just not right.

Those numbers and that chart, I would say to the gentleman, are terrifying. And as I mentioned, when you bring it down much, much closer, 2019 on that chart is way over there towards——

Mr. AKIN. That's something we will live to see, and our grandchildren will just be growing up enough.

I would just like to stop on that point because I notice that the gentleman is probably a little younger than I am, but not too far distant. And you don't get to be a colonel by just being a—you can be a chicken, but not just a spring chicken.

As we grew up our parents, sometimes called the Greatest Generation, they had it in their heart that they wanted to hand a better future to their children and to America than what they had been blessed with. And it seemed like it was one of these, just sort of a national virtue that that generation had the desire to personally sacrifice so you and I could do things like go to college or graduate school or do things that they had not had a chance to do.

And somehow or other, this breaks my heart that we, in our generation that had been blessed by a selfless set of parents in that great generation are, instead, wanting to leave our children and grandchildren in a much worse fix than we found ourselves. Something about that seems almost un-American and intolerable to me.

Gentleman, would you want to comment on that?

Mr. KLINE of Minnesota. Well, I take your point. I am, of course, very proud of my parents, part of that Greatest Generation. My father landed in Normandy, fought his way across Europe and part of that world.

Mr. AKIN. Dad, my father, was with Patton.

Mr. KLINE of Minnesota. Well, they may have been together. My father was, as I said, he landed on Normandy, fought in the Battle of the Bulge. But they came back, and they did make sacrifices. But it has been, as the gentleman suggested, the American way for all generations before us that the next generation has been in better shape, if you will, been left in better condition.

And it's not that certainly you and I and people in this room don't want things to be worse for our grandchildren, but if we are not careful about how we build this public policy, things are going to be worse. And I would argue, we have not been careful, that we are running a deficit this year alone that was unthinkable 6 months ago, unthinkable.

And that national debt I mentioned, unimaginable that we could possibly consider the mess our grandchildren are going to be in.

Mr. AKIN. The experience of other countries with nationalizing their health care, has that been an inexpensive experience? My understanding is it's about broke the budget of people that have tried to do this thing.

I do know that Massachusetts tried it and Tennessee tried it. And the experience that they had was, it was expensive. Massachusetts' health care costs have gone up like a skyrocket and Tennessee, the doctors just about left the State. The Democrat governor that tried it as a trial project was followed by another Democrat governor who called it an unmitigated disaster.

The head of Canada just declared their socialized medical system a complete mess and a disaster also and very expensive.

Mr. KLINE of Minnesota. Minnesota—our neighbor to the north is, indeed, Canada. And I am very proud to say that Minnesota is a destination State for health care. We have one of the most famous hospitals, clinics in the world, the Mayo Clinic, in Rochester, Minnesota. And the thing about Canada is, if they can't get care in Canada, if they get tired of waiting in line, which they do wait in lines, and they are denied care, they come see us in Minnesota.

So it's expensive in Canada. The gentleman's point is, it is, indeed, expensive. But I am arguing, worse than that, it doesn't work for many, many of our Canadian neighbors. They cannot afford to wait in those lines.

Mr. AKIN. I was told by some Canadians it's the best health care system in the world as long as you are healthy.

Mr. KLINE of Minnesota. And then if you are not, you come to Minnesota. So I take the gentleman's point.

Mr. AKIN. Well, thank you very much, the gentleman from Minnesota, Congressman KLINE. I appreciate your staying extra on the floor and helping us with it, a close look, try to take a look at some of the questions.

The first thing that the President raised was the fact that he had inherited debt. And he also said that his health care plan was going to get rid of debt and was going to save money and would work really well financially.

And the question then becomes, well, if that's the case, how come Medicare and Medicaid seem to be costing so much? If the government can't run those without running a huge deficit, what makes you think we could go further?

Well that's one question, how much it costs, a lot of discussion on that. Another question is the question of bureaucratic rationing. I think a lot of Americans that do have health insurance have been frustrated by the fact that insurance companies sometimes tell you that you can or you can't get treatment. And we don't want people rationing health care who are in the insurance business. We want that to be a doctor-patient kind of question.

And so one of the big concerns about when the government takes something over, the government will tell you what you can and can't get for a treatment.

And so because there was concern on this issue, one of the ways to probe and to test a bill is, when it's in committee for people to be able to make amendments to the bill. This particular amendment, here, was offered by Congressman GINGREY from Georgia, who was a medical doctor.

And the thing that I like about it, it's a very simple and straightforward statement of policy, and it says this: Nothing in this section, this is being added to the Democrats' health care bill, Nothing in this section shall be construed to allow any Federal employee or political appointee to dictate how a medical provider practices medicine.

In other words, what this language is saying is the doctor-patient relationship is sacred. We want the doctor and the patient to make the medical decisions, and that's what this particular sentence was trying to enshrine into law in the middle of this bill.

And so this amendment was offered in a way to kind of determine, really, where are we going with this health care debate. And this amendment was defeated on an almost straight party-line vote. The Democrats, with the exception of only one Democrat, voted that this language should not be in the bill. The Republicans, 100 percent said, the doctor-patient relationship should be sacrosanct.

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So this is a place where, through an amendment in committee, we know what the plan for this bill is, and that is that there will be federally paid employees or bureaucrats telling you what kind of medical treatment that you can get. And this of course is what happens in Canada and England and all, so it's not a big surprise. But this amendment makes it very clear the difference in policy between the Democrat plan, which is that bureaucrats are going to determine what's a reasonable procedure for you to get, and it's not going to be based on the doctor and the patient. As a Republican, I don't like insurance companies butting in there. Even more so, I don't like the Federal Government.

I am joined by a good congressional friend of mine, Congressman BISHOP, and I would yield to him and ask his advice on this point also.

Mr. BISHOP of Utah. I appreciate the gentleman from Missouri for yielding.

Actually, if you would maybe get that next one, the chart you have on the back there about abortion, because I think it relates to the same issue.

We oftentimes have a great deal of debate and discussion over what is or what is not in the bill. That's probably because there is not one bill. There are several bills floating out. What is in some places are there and what is not in some places are there. But I think one of the things to remember, because this is basically the same issue, the language the gentleman from Missouri just gave on Medicare and what it does as far as the practicing of medicine is something that was supposed to be in the Medicare bill when that was first produced 40 years ago. It doesn't quite work that way because when you start down a road, you often find out you end up in a different situation than when you started down that path.

When I was still teaching school, I often showed my students about the construction of the Berlin Wall. I was so amazed at the Berlin Wall as to, in fact, why the United States did nothing to stop the construction of the Berlin Wall. They had a great interview of Dean Rusk, who was Secretary of State at that time, who said that if you know at the end of the day you're not going to go down that path, you don't take the first step down that path.

Many of the issues like the issue of will this actually fund abortion or not, will this actually deal with illegal immigrants or not——

Mr. AKIN. If I could interrupt a second, what you're talking about is precisely what I wanted to get to tonight because what we've got is a debate over what the facts are, and you're bringing up the question of abortion, which is one of the debates. Here is the direct quote from our President. It says: ''And one more misunderstanding I want to clear up—under our plan, no Federal dollars will be used to fund abortions and Federal conscience laws will remain in place.'' This is what the President says. And now you've made the point that in committee an amendment was offered; is that right, gentleman? I just wanted to lay that groundwork because this is his statement. This is what the President says. Now, what's actually going on in committee, please?

Mr. BISHOP of Utah. Well, this, unfortunately, was in my committee as well in which amendments were made to try to put a limitation on the abortion funding, as you can see the language that is up there. And once again, that was defeated. What it tells us is that what is in the bill is not necessarily the same thing as what will happen 5 and 10 and 20 years down the road, because oftentimes what we're doing is not necessarily starting a program now but we are opening up the door. I'm mixing metaphors here. You're opening up a door that's going to take us down a path, and the question is where will that path end. Not

today but where will it end in the future? And that's why sometimes people can have a difference of opinion, on not necessarily what is in the bill but what this bill provides the opportunity to do in the future. That is not in the status quo.

We have, in this bill, many kinds of provisions in there that may not necessarily start a program now, but it gives the opportunity. We may have a program that right now is voluntary and it's established, but it easily could become fully funded and then mandatory.

Mr. AKIN. What you're saying is something that you and I, gentleman, take for granted. We live in this world day in and day out, God help us, and in the political world we realize that when a bill is passed, there are armies of people that write the rules and regulations that flesh out what the bill will be. So the question then becomes does this bill make it clear that we won't be using Federal taxpayer money to provide free abortions to people.

Now, to me, this is a different question because I have always been pro-life, but to me, it's a different question than the question of abortion. It's a question of the fact that I have constituents who are violently pro-life, violently pro-choice, and they disagree on that point. But the question is are we going to compel all citizens to use their taxpayer dollars to fund abortions. And that's something very upsetting to many people. So the question is does this bill do that.

Well, the bill doesn't specifically say anything, does it? So one of the ways to determine whether or not that's a future intent, that that's a little thing you're going to put in later, is to offer an amendment to make it clear just so that nobody will get upset about this issue, make the bill so that people can be more comfortable that there won't be any of this Federal money used for abortions. So when this amendment is put up, what happens? It gets voted down by a great majority of Democrats, right? So that leads you to the conclusion, well, they want to leave the door open for Federal funding for abortions with this bill. You can come to no other conclusion.

Mr. BISHOP of Utah. If I could make just one more statement to the gentleman from Missouri because I know we are joined here by one of the most creative thinkers I think we have here on the floor, the gentleman from Arizona. And I think if I could add a segue here in some particular way, I agree with you. This presents all the warning clouds out there if we insist that the only solution is a government-controlled, government-mandated solution.

And what I think I would like to do in the few moments that I have is to make it very clear that this is not the only plan that is out there. There are other bills. The gentleman from Arizona has a bill. The gentleman from California (Mr. ISSA) has a bill. The gentleman from Georgia (Mr. PRICE) has a bill. The gentleman from Wisconsin (Mr. RYAN) has a bill.

Mr. AKIN. And the gentleman from Texas will shoot you if you don't mention his bill.

Mr. BISHOP of Utah. He has one. Mr. GOHMERT has a bill. And all of them are based on a different premise, and the premise is that what government should be doing is not telling people what they do and telling people what their choices may be but to try to open up the system so that people have options so that they can choose what they wish. And I think that's one of the things that is a fundamental difference in what we are talking about. And if we really want a bipartisan bill, those bills must be brought to the floor and allowed to be debated and voted on so we have a discussion on the philosophy of how we're going to solve this problem and if we truly desire to empower people or truly desire to empower the government.

I yield back.

Mr. AKIN. Reclaiming my time, I appreciate your joining us.

Congressman BISHOP is just a regular powerhouse here in Congress.

We are very thankful for your district's sending you up here. Your background in teaching and making ideas straightforward and clear and being precise, that scholarly discipline is dreadfully needed at this hour, particularly when we start talking about these very nebulous kinds of nail-JELL-O-to-the-wall health care bills.

I am also joined by a gentleman that I respect greatly. He has been a leader here in Congress and an innovative thinker, Congressman SHADEGG from Arizona. I appreciate yielding to you.

Let me just say, as we're getting started, though, because you have just come on the floor, what I have tried to do is to say, look, earlier last week when we talked about health care, the President came on this floor, debated and discussed, talked about what he wanted to do with health care, there was quite a lot of concern about what really the facts were. The President made a number of assertions, and what I was trying to do was to go back and forth and say here's the assertion and here's what we know about what the facts are and try to lay that out to make it clear.

The President said, first of all, that the bill isn't going to cost hardly anything. It's going to save money. It won't put us in debt or anything. And yet we don't have too much to be confident about other than his tremendous optimism.

The next thing that he was saying is that—one of the things he said was there are no abortions in this bill, and yet when an amendment was offered to make it so that there couldn't be any, that was voted down on this great party-line vote.

So that is what we are trying to do is to say let's try to get to the heart of what some of these questions were, the costs, the abortion, the immigration, some of these different issues.

I yield to my good friend from Arizona.

Mr. SHADEGG. I thank the gentleman for yielding.

I watched the gentlemen engage in this hour earlier and felt I ought to come down and try to add to it, perhaps bring a different perspective, articulate some of our concerns in a new way. I want to thank my colleague from Missouri for his efforts. I want to thank my colleague from Utah for both his compliment and his hard work on the issues we confront.

I really want to hit two parts. Most importantly, I want to hit the final point that the gentleman from Utah hit, which is what should be the process for passing legislation of this significance to the Nation. And I think the gentleman from Utah had it right. It needs to be an open process. It needs to be an opportunity where everyone can surface their ideas, and there needs to be a dialogue. And, quite frankly, that has not happened. It just has not happened.

The gentleman led off in his discussion on this point by listing all of the different bills. PAUL RYAN of Wisconsin has a bill. TOM PRICE of Georgia has a bill. I have a bill. There are many, many Republican bills out there. And, shockingly, the media doesn't tell the American people that there are any Republican ideas out there, and yet there are. And I think the gentleman from Utah said it well. There really is a great philosophical divide on a part of this issue, but it's really just a part of this issue. There are subsets on which there's agreement.

When we talk about where the divide is, I think the gentleman from Utah said it well, that the divide is between the notion which the President is advancing that the only way to fix the problems we have in health care today, and Republicans agree there are deep problems in the delivery of health care services today, but the Democrats and the President say the way to fix that is massive government intervention in and, quite frankly, taking control of the entire health care system and the entire health insurance industry.

Mr. AKIN. Reclaiming my time for just a minute, if Lyndon Johnson, who noticed there were people who were hungry in America, took the same approach, he would have had the government take over all the farms and the grocery stores, wouldn't he?

Mr. SHADEGG. And the grocery stores. No question about it. All the farms, all the grocery stores, you name it.

Mr. AKIN. We would have considered that a little bit radical, wouldn't we?

Mr. SHADEGG. I would have been offended, and I don't think it would have solved the problem.

I want to make the point that the Republicans are being portrayed as being allies of the health insurance industry in this fight. Bunk. The President in his remarks the other evening

talked about special interests. Some of the biggest special interests in this Nation have thrown in behind the President and are pushing this bill. The big insurance companies, they have signed on in support of this bill. There's one piece of it they don't like. They don't like the public plan. But by gosh, they like the idea of an individual mandate, which is an issue I think we ought to be discussing. And the big drug companies, the big drug companies are in this hook, line, and sinker, so much so that they spent $100 million or maybe more over the August break advertising their support for the President's plan.

But let's go back to the basics here. The President and the Democrats say the solution is massive government intervention. Republicans say, well, now, wait a minute. What is driving costs and what will bring costs down? And the gentleman from Utah said it correctly. The reality is cost is being driven, I would argue and most Republicans argue, because you and I don't have patient choice. We can't make the kind of decisions like we could in any other market to drive costs down by buying a product that is less expensive and provides better service.

Mr. AKIN. In fact, we don't even know what the costs are.

Mr. SHADEGG. We don't because the costs are hidden. Now, why are the costs hidden? The costs are hidden because the current structure says, if you get your health insurance from your employer, it's tax free. If you buy it yourself, then it's taxed. So the insurance industry never runs an advertisement trying to get the gentleman from Utah or the gentleman from Missouri or the gentleman from Arizona to buy an insurance policy from them. They don't have to advertise for our business. They know our employer picks our plan and the plan picks our doctor, and they don't much care about us.

Compare that with the auto insurance industry. In the auto insurance industry, you leave this room right now or anybody watching this at this moment flips from this channel to a commercial channel and within seconds they will see an add for GEICO or Allstate. I saw an ad for Allstate not 3 minutes before I walked over here. Or State Farm. Now, why?

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Mr. AKIN. Because they are selling the auto insurance to the consumer in a free market. And people who have the most basic, fundamental understanding of what the job of government should be, which is justice, which means people are equal before the law. And yet how can it be equal before the law when one guy gets insurance with pretax dollars, and the other poor guy has to pay with dollars after he has been taxed.

Mr. SHADEGG. One of the biggest outrages, and I think it is immoral, is that this government says that the least among us, those in this society just barely getting by, working for an employer who can't afford to give them insurance, we say it would be responsible for you to buy health insurance, and we are so concerned about your well-being that we are going to smack you down and make you buy it with aftertax dollars, making it at least one-third more expensive.

That is immoral and it is a policy of this Congress, and I don't see the Democrats proposing to equalize that tax treatment.

Mr. AKIN. I yield to the gentleman from Utah (Mr. BISHOP).

Mr. BISHOP of Utah. I just wanted to give a simple illustration of what the gentleman is talking about in today's medical market.

If you still want to get a nose job, plastic surgery, the cost is decreasing every year. Because there is no middleman and no insurance, you go and negotiate with the doctor. Lasik surgery does the same thing.

That is why I would like the gentleman to talk about what could happen. There is a large pool of people who have a difficult time getting insurance. They are the so-called uninsurable. But what would happen to that pool of individuals out there who can't get insurance right now if, indeed, you allowed them to buy insurance with pretax dollars, not post-tax dollars, you allowed them to go across State lines to look for insurance, and you allowed them pooling opportunities to do that. What would happen to that pool of uninsurables which might then be able to be handled by 50 different States with coming up with programs to meet the demographics of those States. And once again we try to do this thing of simply empowering people to meet their own needs and solve their own problems. What would be the result of that?

Mr. AKIN. I yield to the gentleman from Arizona (Mr. SHADEGG).

Mr. SHADEGG. I think the gentleman knows well that I have been arguing for a freer market, a free market for health insurance for a long time. I have proposed allowing people to buy policies offered in other States and to make those policies available in the State where they live.

The President stood before us and said it is clear we need health care reform, and it is clear we need a government plan because, and he cited, I believe it was Mississippi, he said 75 percent of the insurance plans sold in Mississippi are sold by just five companies. His answer is one new government plan.

My answer is let's let dozens of private insurance plans come into Mississippi and bring about real competition.

Let me point out that just today there was development on that issue. Senator BAUCUS released his plan. Senator BAUCUS, I don't think he is a true friend of free markets, but Senator BAUCUS in a nod to this idea that has been out there, he included in his bill the notion of allowing cross-state health insurance sales, increasing competition so that somebody who lived in Utah might have 30 plans to pick from rather than five. Or somebody who lived in Arizona might have 100 plans to pick from rather than eight.

Mr. AKIN. Reclaiming my time for a minute, the gentleman raised an interesting point. And I think the President made a stronger case, he said there is one State where there is one insurance player in the market. So his solution is what, so we are going to give you one insurance plan for the whole United States. Now that is an interesting way of looking at the problem.

What you are suggesting, gentlemen, is that you take your insurance and sell it across State lines and what you are trying to address what I believe is a problem, that in some markets an insurance company can kind of corner the market and run the prices up.

And so what you are talking about is free market competition so you can buy an insurance policy across State lines.

Mr. SHADEGG. I wrote a number of years ago a bill that is loosely described as allowing people to buy an insurance policy across State lines. It really doesn't do that, but it does increase competition and make more policies available in a similar way.

The idea came to us because some people living in New Jersey were discovering from friends and family members who lived just down the street in Pennsylvania that the cost for health insurance for a family in Pennsylvania was a fraction of the cost of that same policy in New Jersey. Same four-member family, four times, five times, even eight times as expensive.

Mr. AKIN. So you have to move to a different house.

Mr. SHADEGG. You have to move to a different house, so people were shopping with their feet, literally defrauding the insurance industry, perhaps understandably so, by saying their address was their brother-in-law's address over in Pennsylvania.

What I did was I wrote a bill that said you have to meet a financial standard for financial solvency and for appeals, and then you meet the standards of one State in terms of what you provide in the policy, and you can file that policy in all 50 States. And by the way, if you sell it in Missouri, then you are subjecting yourself to regulation by the Missouri insurance commissioner to protect the people in Missouri, and the Missouri courts to protect the people in Missouri.

If you sell that policy in Utah, you do the same. But you write one policy and sell it in 50 States.

Mr. AKIN. So you are maintaining the principle of federalism, the State insurance commissioner still controls and regulates the insurance in their State, but you allow that competition to take place.

I suspect, practically speaking, if it were passed, your bill would have its most dramatic effect right near the

border areas of the States because there you have a network of providers that people could go to, and I would think that is where the bill would be most effective.

I yield to Congressman BISHOP.

Mr. BISHOP of Utah. If I could just add one philosophical problem, and once again this is one of the reasons why I think this debate is becoming so partisan and bitter, is because it is philosophical. That has happened repeatedly in the history of this country.

Progressive era, great growth in the size of government. In the twenties, there was retrenchment on the side of individuals.

New Deal: Government. Eisenhower, Kennedy: Individuals.

Great society: Big Government.

Reagan: Individuals.

We are now in that time where this administration wants to move us to again grow the size of government. It is a philosophical debate more than just taking the original chart you had and moving this agency here and trying to do kind of those practical things that lend themselves to bipartisanship. It is a structure on whether we try to help people make choices for themselves or have government come up with a government plan, government standard that comes in here.

This is once again where I believe the Founding Fathers, who had the idea of federalism, play a significant role.

My State has a plan recently instituted for those who are truly uninsurable, but it is dedicated and devoted to the demographics of my State. Once we do what you are talking about of giving people options so they can form their own pools, buy across State lines, buy their own products pretax, you will shrink the number down so it can be affordable.

The advantage of federalism is simply this: you can have greater creativity and greater justice applying to circumstances. And more importantly if a State fails, a program fails, you don't screw up the entire Nation, which will happen. That is what we need to do if we really are going to find better solutions.

So I appreciate that, and I appreciate once again bringing to the floor that the idea presented by the Speaker and the President is not the only idea out there. There are other ideas and other options that have a different purpose, and that purpose is to empower and ennoble the individual.

Mr. AKIN. I appreciate the gentleman from Utah getting perhaps philosophically to the heart of this debate. Really, the question is are we going to go down the path. And if you take a look, there was a nation that we knew very well back just a few years ago, and the nation had this basic operating philosophy: the government will provide you with an education. The government will provide you with a job. The government will provide you with a house. The government will provide you with health care. And we see our own country. And that nation was called the Soviet Union which is now in the dust bin of history.

Now we see our Nation providing housing, providing food, providing education, and now we are talking about health care. Now, this is a little different speed, though, because before when someone was hungry, the proposal was give them a food stamp, which I am not sure was very efficient, but it wasn't to federalize every grocery store and every farm in America.

This proposal that we are talking about is different. This is saying that we are going to step right in and the government is going to take over one-fifth of the U.S. economy, and that is a pretty tall step to take.

Mr. SHADEGG. If the gentleman will yield, first of all, it is a tall step given the track record of the Nation. The track record is that the government does not do these functions very well.

We had a vote here to bail out the pension fund for postal workers just a few days ago because we are in trouble there. We had a lot of demonstrated history of the ineptitude of the government in solving problems having to do with the hurricane that destroyed much of the southern portion of the country. The government didn't do it well.

Mr. AKIN. So you have postal service and FEMA. Keep going.

Mr. SHADEGG. The next one is we just did Cash for Clunkers, and we flat failed at that miserably. So the track record of government doing these things isn't very good.

Mr. AKIN. Let's stay on the subject just a little more. Somebody talked about the compassion of the IRS. Do you want the compassion of the IRS in the health care system, or the efficiency of the post office?

Mr. SHADEGG. How about the efficiency of Cash for Clunkers?

Mr. AKIN. Here is one that really frosts me, and nobody has made a big deal about this.

In Gulf War I, the CIA came to us and said the Iraqis are 10 or 15 years away from building a nuclear device. We get in there, and they are a year and a half away. So they got it completely wrong.

Then we go to Gulf War II and they say they are a year and a half away from building one, and we get in there and they are not even close to it. They have completely missed it both ways. And then you want to trust your body to these guys?

Then let's talk about the efficiency of the Energy Department. Do you know why the Department of Energy was created?

Mr. SHADEGG. To ensure energy independence.

Mr. AKIN. To reduce our dependence on foreign oil, to ensure energy independence. And ever since they have been created, which way has the graph been going?

Mr. SHADEGG. The other way.

Mr. AKIN. We are joined by the gentleman from Colorado (Mr. LAMBORN).

Mr. LAMBORN. Thank you for letting me join in and contribute to this discussion tonight.

If I remember right, President Obama in this very Chamber said we have problems with Medicaid and Medicare, and we have waste and abuse and fraud. That all may be true, but I don't think the solution is let's start a new trillion-dollar government health care program because we have problems in Medicare and Medicaid. I mean, if we have problems in Medicare and Medicaid, I don't see that is any excuse to start a new trillion-dollar health care program. So I have real problems with that.

Representative AKIN, let me back up and tell you what I observed in my town hall meetings in Colorado on health care. Just a few weeks ago, I had some interesting meetings where hundreds of people showed up. People were turned away by the hundreds. It was a really good exercise in democracy. I enjoyed hearing from both sides. In fact, admittedly, I heard more from those against the program, but I would ask those for the program to come forward and say what they had to say because I wanted to hear both sides and I wanted the audience to hear both sides and those watching in the media to hear both sides.

Mr. AKIN. You were courageous to do that because there were a lot of people who tried to have town hall meetings and their constituents were not very happy about what has gone on down here in the last 6 months. You had at least a sense that you wanted to hear both people's opinion, both sides.

Mr. LAMBORN. That's right. There was give and take, high passions on both sides. It was a little unruly at times. But overall it was very positive. I hear that a few of our colleagues, unfortunately, were sort of AWOL. They evaded having some of these meetings. They only did telephone meetings, which is good in and of itself but doesn't go far enough compared to a personal meeting. So some of our colleagues around the country, Representative AKIN, maybe went as far as they could have.

Mr. AKIN. We did a town hall, a lot on health care, and it was very interesting.

Mr. LAMBORN. What I am seeing with the passion of those who are concerned about what this is going to do is not just that health care is an intensely personal issue for their mother or grandmother, their loved ones, their child. It is an intensely personal issue, but it goes beyond that. I know you know this, but I will just remind you, it also has to do with the recent takeovers we have had in the government. We have been taking over financial institutions and we have been taking over auto companies.

Mr. AKIN. We fired the president of General Motors. I still can't get my brain around that. The President of the United States fired the president of General Motors. I never thought I would see that.

Mr. LAMBORN. Me neither in my wildest dreams. So it calls into question is this just another takeover.

Mr. AKIN. Today we are taking over college loans. We are going to basically chase the privates out of that business.

Mr. LAMBORN. That's exactly right. That is the wrong thing. Those who say they trust the government and yet here we are taking over these things, these huge areas of industry, they have a right to be concerned.

But the third thing, Representative AKIN, is the huge spending that is involved. We get estimates anywhere from $1.2 trillion to $3.5 trillion. I think President Obama said $900 billion, which is just under a trillion. We have huge amounts that are going to be spent on this program, so we have big spending, without a doubt. We have takeover by the government within the last 7 months happening in area after area of our industry and society.

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You add to that the personal involvement that we all have in our health care. You put all those together, it's a very combustible, volatile mix. And people around our country have every right to be concerned.

Mr. AKIN. Reclaiming my time, Congressman LAMBORN. I just hit 62, and I have become even more and more painfully aware of the fact that I have to live inside this body. And I think Americans feel that way.

When you start talking about, Well, I got some government that's going to take over all of this and there's going to be somebody determining what kind of health care you get, that gets people's attention. Maybe they like the idea. But they want to know how is this going to work.

I yield time.

Mr. LAMBORN. That's a great point. So I think you probably observed what I saw—and tell me if you did or didn't. But people around this country have every right to be concerned. It's the big spending, it's the fact that government's taking over all these sectors of our economy, plus it's health care—the most intensely personal things that we work on.

So we have a proposal before us—actually, several proposals. So I don't know what the President really means when he talks about ''my'' plan, because there's four or five different proposals floating around.

Mr. AKIN. Except there is something that has been proposed by the Speaker of the House. It's her committees. And we have a bill number on it, and there have been amendments made to it. It's been dealt with in committee. He apparently wants the Democrats to vote for that Pelosi plan.

So I think, you know, at least a reasonable person is thinking that the President wants the Democrats to advance the plan, which is the 1,000-page bill which is being offered by the Speaker and the committees that are under her authority. That's what we were talking about tonight, because the President makes these assertions, and yet when you take a look at what's in the Pelosi plan, you start to see this disconnect between the two.

I think a lot of Americans have gotten that personally involved in this that they have copies of the plan. They're starting to read it, and saying, The President is saying this, the plan is saying this, the President is saying this, the plan is saying that, and that's what I was trying to get at tonight.

Here's an example. There are those who claim that our reform effort will insure illegal immigrants. This, too, is false. The reforms I'm proposing would not apply to those who are here illegally. So this is what the President says.

If you go to the bill, the bill says this bill is not for illegal immigrants. Okay, that squares with what the President says. But, then, when you look more closely, you find out that in the enforcement section it says, basically, anybody can sign up for the deal.

So there's no enforcement to put any teeth at all in this, which then makes you think, Wait a minute. What's the smoke and mirrors?

And so there's different ways to test this. One is to offer an amendment. So the Republicans offered this amendment. In order to utilize the public health insurance option, an individual must have his or her eligibility determined and proved under the income and eligibility verification system. This is fancy language of saying you've got to be a U.S. citizen. You have to be here legally. And this, of course, is voted down on a straight party line vote. There were Republicans—15 voted yes. A total of 15. Twenty-six Democrats voted ''no.''

Now this basically would say that not only are we going to say, No, illegal immigrants can't get this, but we're also going to say, Before you get it, you've got to prove your eligibility, and they said ''no.''

Now that leaves some level of confusion, but it clearly leaves the point that the Democrats did not want this amendment in their bill. So this is that disconnect where the President says one thing. And yet, when you start to look at the facts, you go, Oh, my goodness. What other way can you look at this?

One of the things we did, there's a Congressional Research Service. We asked them, When you take a look at this bill, will illegal immigrants be able to take advantage of the bill? Now this is a body that's not Republican, not Democrat. They're just a bunch of scholars.

Here's the quote from the Congressional Research Service, August 25, 2009, just a couple of weeks ago. Under House Resolution 3200—that is NANCY PELOSI's health care bill—a health insurance exchange would begin operation in 2013 and would offer private plans alongside of a public option. H.R. 3200 does not contain any restrictions on noncitizens whether legally or illegally present or in the United States temporarily or permanently participating in the exchange. So these people are saying the same things.

When our constituents read the bill—bless their heart to wade through all of this stuff—they're saying, It says there's no illegal immigrants. But in fact there's an amendment we offer to make it clear. The amendment is turned down on a party line vote, and there are no teeth in it at all.

So there's this disconnect. And I think that's creating a lot of stress out there.

I yield to my friend.

Mr. LAMBORN. You've raised a really good point, Representative AKIN, and I think you're right on that. And it's unfortunate that the President didn't really understand the ins and outs of the bill or hopefully he wouldn't have said that. So I think maybe he wasn't as familiar with the ins and outs and details as what you're explaining right now.

Let me back up and point out another problem that a lot of people in my district are having with this plan. Eighty-five percent of Americans do have health insurance, and by and large it's not a perfect system, but they're largely satisfied with the health care that they have.

And so we have a relatively small number—not just 15 percent. It's actually smaller than that. Because of that 15 percent, some of these people can't afford insurance. They're just paying bills as they go. They're self-insuring. Also, there are those who are qualified for existing programs so they don't really need a new program for them. So it may be 5 percent or less of Americans that actually need health care.

So why are we revamping one-sixth of our Nation's economy, the entire health care system, for a small percentage—5 percent or less—of our population? The people in my district can't understand that.

Mr. AKIN. I just have to stop you there, gentleman. I think you put your finger on probably one of the biggest question marks going here. This is such a straightforward question, but I think it needs to be repeated.

What we're saying is that 80 percent, at least, of Americans have some kind of health insurance. Most of them are reasonably pleased with the health insurance and the doctors they have and the delivery systems. So you've got 80 percent of the people that are okay with it, and yet you're going to basically take all of that and change it in order to take care of what, 5 or 10, depending whether you count illegals or whatever.

Mr. LAMBORN. Will the gentleman yield?

Mr. AKIN. Yes.

Mr. LAMBORN. What it boils down to, if the problem is really those who are uninsured who cannot afford it, we have a lot more targeted and focused ways of meeting that small percentage

rather than revamping our entire health care system.

Mr. AKIN. I think you have brought an exceptionally important point. Unfortunately, our hour has just flown by. I would just like to thank my good friend, Congressman LAMBORN, for his expertise and great leadership you've shown here on the floor. I thank my other colleagues for taking part in trying to get through some of these details.

FREE ENTERPRISE AND THE INVISIBLE HAND

The SPEAKER pro tempore (Mr. FOSTER). Under the Speaker's announced policy of January 6, 2009, the gentleman from Iowa (Mr. KING) is recognized for 60 minutes.

Mr. KING of Iowa. Mr. Speaker, as always, it's an honor to address you on the floor of the House of Representatives. Having listened to some of the dialogue of my colleagues that have been here just prior and hopefully will join me in the next hour, I think it's important that the American people return their focus again to the values that made this a great Nation.

We're a country that needs to be cognizant of our history. And that's why we teach it in our public and our private and parochial schools. It's why we teach it in our families. We pass the lore of the American Dream and history of the United States of America on down to our children, and we ask our children to pass it to their children, and on and on. And to make sure that there is a consistent continuity, we teach the history of the United States in the context of the world.

And so something that seems to be missing from the awareness of the people on this side of the aisle that are advocating a national health care act, a socialized medicine plan, is the foundation of the greatness of America. And I could go off into a lot of different tangents about the pillars of American exceptionalism, but central to those pillars is the idea of freedom—the freedom and the free markets and the freedom of the markets to make a decision on what they want to provide to the consumers.

And so this is Adam Smith. This is Adam Smith that laid this out. Even though you can read through all 1,057 pages of The Wealth of Nations, you'll not find him use the expression ''the invisible hand.'' But it's the invisible hand, indeed, that best describes the vision of Adam Smith in 1776, having printed and published his book The Wealth of Nations.

It's the very foundation of free enterprise. And centuries later we come up with Keynesian economics. The idea that there is no basis for the economy. That the economy is just a great big huge national or global chain letter. And that if the government would just print a lot of money and spend the money a lot of ways and maybe go drill some holes in an abandoned coal mine—this is according to Keynes—and bury that money in those holes and then fill the abandoned coal mine up with garbage and turn the entrepreneurs loose to go dig up the money, he said he could solve all of the unemployment in America.

I know, it sounds bizarre, Mr. Speaker. I am not making this up. This is the characterization of John Maynard Keynes and the difference between the Keynesian approach, President Obama's approach to economics, and this approach from the free market side of this, where the consumer makes the demand by pulling with its invisible hand the loaf of bread off the shelf.

Let's just say there's a good loaf of bread for a buck. And the invisible hand will pull that good loaf of bread for $1 off that shelf over and over again and the shelves will be bare. And somebody else comes in and they say, Here's a loaf of bread that's not quite as good for a buck and a quarter.

Well, they might just pass up that purchase, even though they need the bread, and wait until the fresh ones come from the bakery that provides the good bread for a dollar. And so the bakery that provides the good bread for a dollar is filling the shelves up with their product and selling a lot of volume. And the bakery that sells the not quite so good bread for a buck and a quarter doesn't sell very much bread, if at all. And, over time, the company that's being out-competed with the higher-priced, lower-quality bread either learns how to make good bread for a competitive price or they give up the market to the company that makes the good bread for the competitive price. And it isn't the end of the world if we end up with one company producing bread in that fashion.

What if we get down to where only one company is baking bread, and it's for a dollar and it's a good price and it's high quality and it's a value to the consumer. Not so bad. But if that company realizes that they are running a monopoly and they decide to jack the price of their good loaf of bread up to a buck and quarter, buck and a half, $1.75, maybe lower the quality, pull a little wheat out, put a little something else back in there, then what happens? The consumer gets dissatisfied. And the dissatisfied consumer then either bakes their bread at home to get the quality and the cost that they want, or they open up their own little bakery.

Maybe they bake that bread at home and they decide, I'm going to provide a little bit for my family. Then it's so popular that you provide a little for your neighbors. And then the family and the neighbors decide, I want mom to keep baking bread. So they want to pay her so she keeps baking that bread.

Now, high-quality bread that was now a buck and a half because you had a monopoly. The price of that is competitive because the homegrown business begins to compete into that volume and quantity and the cost of the marketplace and pull the cost back down.

That's the difference between the free enterprise system and central command, central planning, the 5-year planning, the Federal Government deciding what's going to be made and what the price will be. And if it doesn't work, you subsidize the people making. And if that doesn't work, you subsidize the people buying it. Sound like the car industry? Yes, it is, Mr. Speaker.

This is the difference between the philosophy on this side of the aisle. They think that they are smart enough to make all of these calls for all of the consumers, except for perhaps the butcher, the baker and the candlestick maker.

Mr. AKIN. Wait a minute. Would the gentleman yield?

Mr. KING of Iowa. A moment here before I yield. On this side of the aisle are the people that believe in free enterprise, the invisible hand, Adam Smith's vision, Adam Smith's dream, and the idea that you cannot manage an economy. You have got to let the supply and demand manage the economy. That's the difference. We believe in free enterprise. You folks do not. And if you disagree, I will certainly yield to you, but not one of you is going to stand and take this argument on.

I yield to the gentleman from Missouri.

Mr. AKIN. I can't help but jump in when somebody is defending the cause of free enterprise. I guess there's different ways to describe or explain the phenomena that you're talking about. And one of them is that one side of the aisle tends to be much more in favor of free enterprise and the other one is much more in favor of having the government do things.

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I guess what we start to get to is a question that's kind of a fundamental question, really the biggest thing that we divide and talk about and argue and debate about on this floor is, what is the proper function of the civil government, particularly the Federal Government? What should the Federal Government be doing? Should it be baking bread or should it not be baking bread? Should baking bread be left to citizens out on the street? Should it be the job of the Federal Government to be giving food away to people? Should it be the job of the Federal Government, according to Joe the Plumber, to take money from one person and give it to another person? Is the job of the Federal Government to be the big sugar daddy, dispensing favors? Is it the job of the Federal Government basically to be Big Mama, taking care of everybody? Or is there a different purpose for government, which is simply justice, simply creating a level playing field so that everybody can go out and use their God-given potential as they're directed to do it? And it seems to me, gentleman, that you can make the case of Federal control of everything versus free enterprise, or you could just say,

What's really the legitimate job of the Federal Government?

Now we had some liberals in this Chamber some years ago, and they discovered there were people in America who were hungry. Of course there have been people in America who have been hungry for a long time. But they came up with a bright idea that we're going to socialize a little bit, we're going to steal money from some other people through taxes, print food stamps, and give food stamps to people who are hungry to take care of the problem of hunger. In fact, they declared war on hunger, and hunger won, of course. That was their approach.

What's being proposed here today, gentleman, is an entirely more radical agenda. This would be the equivalent of somebody discovering that there is hunger in America and the government taking over the farms, the grocery stores and the distribution houses in between, taking over the entire food industry. That's what's being proposed with this socialized medicine. It's not a matter of just giving somebody Medicare or Medicaid who can't afford to pay for medical care. It's about the government taking over one-fifth of the economy. This is a whole radical step more in the direction of a challenge to freedom and free enterprise. It is fundamentally un-American is what we're dealing with.

Mr. KING of Iowa. Reclaiming my time, the statement that was made on the floor of the House the night before last by the gentlelady from Minnesota, MICHELLE BACHMANN, the analysis of a lead economist in the country that had done the analysis, what is the percentage of the private sector profits that now have been nationalized by the Federal Government? If you add that up, if you add up the three large investment banks that have been nationalized, if you add up Fannie Mae and Freddie Mac, AIG, General Motors and Chrysler, look at the profits that come from that, roll that up, and compare that to the net profits of the private sector overall, this Federal Government—most of it under the administration of President Obama—has nationalized 30 percent of the private sector profits in the United States.

Mr. AKIN. Gentleman, just a minute. I can't help but interrupt. Thirty percent has been nationalized if you just add up those big corporations?

Mr. KING of Iowa. Thirty percent of the private sector profits have been nationalized, most of it by this administration, of those corporations that I have mentioned, those eight entities.

Mr. AKIN. Thirty percent of the profits. And that's not even counting health care yet.

Mr. KING of Iowa. When you add health care to it, that's 17½ percent of our overall economy, round it up to 18 because I can do the math—30 plus 18 is 48 percent. If they succeed in passing socialized medicine, 48 percent of the private sector profits in the United States will have been nationalized, most of it by this administration. This free country, this country that has built upon free enterprise, in part—and one of the pillars of American exceptionalism is free enterprise—will have had almost half of it swallowed up by an aggressive appetite of the White House without justification but only because we are in a time of an economic crisis. Magically, the solutions that have been advocated by the President and the hard-core, left-wing, jump-off-the-cliff liberals in this Congress and across the country, those solutions that they've been advocating for 20 years magically become the solution for the economic crisis that we have been in over the last year.

Mr. AKIN. If you would yield, gentleman, one of the things somebody once said—and I was not a whiz on taking history in high school—but if you don't learn from history, you are bound to repeat mistakes. And I do recall a very threatening and ominous nation that we saw taking over country after country called the Soviet Union. If you were to try to just simplify their philosophy, it was that government was going to take care of food, clothing and shelter. They were going to pay for your education, set you up with a job, and take care of your health care. We laughed when that country collapsed, a little bit with a sense of anxiety because they had nuclear weapons aimed at us and all. We said, you know that Communist/Socialist stuff won't work. Their economy was a mess. They couldn't keep up with us in the arms race because their economy was a disaster. The government can't run all that stuff efficiently. People starved to death over there. Their medical care was so abysmal, people that went into their hospitals would shudder. There was no anaesthetic, no clean bandages. It was a disaster.

And when the whole thing went down the drain, we said, Everybody knows Communism/Socialism won't work. So what are we proposing now? The government's going to provide food. The government's going to provide housing. The government's going to provide your education. We just decided to nationalize a whole lot more of that. No more private loans. We're going to have the government take care of all that. And now we're talking about the government—not only the insurance and the automotive, but now the government wants to take over one-fifth of the economy in terms of health care.

Now, it seems to me we should learn something from history, don't you think, gentleman?

Mr. KING of Iowa. Well, in reclaiming from the gentleman from Missouri, I will go further, Mr. Speaker; and that is, I recall those years when they had collective farming in the Soviet Union. They had a 5-year plan for the production of the entire nation. They would sit down and decide, Okay, here's what we're going to do. We are going to set up our factories and hire our workers and provide—to the extent that they can manage it—the raw materials necessary to run all that out. And here's where we're going to go in 5 years, doing that with farming, for example.

Can you imagine, we have farmers that are making crop decisions right up to the moment that they plant, and then they are cutting-edge on fertilizer and herbicide, et cetera, and equipment to get efficiency out of a GPS control of our equipment so that they can apply fertilizer according to the soil types and yields that they get back out of it. All of these things are going on in realtime.

Mr. AKIN. I can tell the gentleman is from Iowa. He has got this farming technology down. Isn't that incredible, GPS in your tractor, telling you how much fertilizer to put in a section of a field? It's amazing what free enterprise can do.

Mr. KING of Iowa. I actually have seen the corn planter parked—not in Iowa, but the State south of me—when people went fishing, but it's pretty rare. So what we saw instead in the Soviet Union was that farm workers, when it was time to harvest the crop, their 8-hour shift would end. They would park the tractor, park the combine, and a crop could rot in the field or be hailed out or rained out or frozen out. Because they were hourly employees, they didn't have an interest in the actual product result. They just had an interest in—remember, the old saying was that the workers in the Soviet Union will pretend to work, and the Soviet Union will pretend to pay the workers. That's what happened, that's where they went, and it is a big difference.

By the way, this would be the 16th of September. We're 3 days away from the 1-year anniversary of the first time that I had heard Members of Congress say to me in the years I've been here, See, this proves capitalism doesn't work. They said that on the day that Henry Paulson came to this Capitol and demanded $700 billion to try to stop what he predicted was a free-fall in the financial industry; and they said, Well, see, free enterprise is the cause of this, it's the problem, it doesn't work, and it's proven. They said so September 19, almost a year ago today.

Mr. AKIN. You know, the thing that just amazed me about that comment, Free enterprise doesn't work because we've got this big economic crisis. And you go, Well, let's see. What's the economic crisis caused by?

Oh, it's a real estate problem. Oh, real estate. In what regard? Well, it seems like a whole lot of people have mortgages that they can't pay in real estate. Well, how did that happen? Oh, well, we've got Freddie and Fannie. And what sort of agencies are those? Quasi-governmental agencies. And what have they been doing? They've been instructed by the U.S. Congress to make loans to people who can't afford to pay their loans.

Now guess what's happening, the people can't afford to pay their loans, and

all this stuff is sliding down the wall in a big mess. So we've sold this stuff all over the world, and now the economy is in a mess. Let's see, how did this economy get in a mess? Oh, the Congress created an agency who distributed lots and lots of loot to Congressmen in the form of PAC checks. They created an agency to sell stocks and bonds, packaged up in a nice clever way by Wall Street that weren't worth anything because the people couldn't pay their mortgages, and we say this is a failure of free enterprise? It's a failure of socialized government trying to impose itself on the free market and in the idea of trying to be charitable, saddling somebody with a loan they can't afford to pay so they have got to go into bankruptcy. What a compassionate solution.

Mr. KING of Iowa. The gentleman from Missouri is referring to, I believe, the Community Reinvestment Act that passed this Congress in 1978, signed into law by Jimmy Carter. It was brought about because of the allegation—and there's a basis of it in truth—that there were large lending agencies that were doing home mortgages in particular but writing real estate mortgages that drew red lines around districts, usually in inner cities, because the real estate values were declining because of crime and other activities in those areas. The real estate wasn't being kept up, so nobody wanted to buy real estate in those neighborhoods. They drew a red line around them and said, We're not going to loan money into these neighborhoods.

They passed the Community Reinvestment Act as a means to try to address that, and that planted the seed. Even though the motive was probably pretty good, that planted the seed for organizations like ACORN to come in and seek to intimidate, let me say, intimidate them into making bad loans in bad neighborhoods to people that didn't have the means to pay the loan.

Mr. AKIN. Gentleman, you just jumped out of the realm of free enterprise, didn't you? You jumped into the realm of government planning.

Mr. KING of Iowa. You jumped into government-managed regulations of lending institutions that were trying to comply with the letter and intent of the law.

Mr. AKIN. So there's no failure of free enterprise at all. It wasn't a failure of free enterprise, was it?

Mr. KING of Iowa. It was not a failure of free enterprise.

Mr. AKIN. It was a failure of another government socialized scheme is what it was.

Mr. KING of Iowa. I think I can't embellish that a lot more and be more accurate than the statement the gentleman has made.

Mr. AKIN. What I was getting at even more so was Freddie and Fannie, because you had the Reinvestment Act. But parallel to it was Freddie and Fannie. And Freddie and Fannie were encouraged to make all of these loans to people who couldn't pay. But then the bankers got smart, and they cut the loans up in lots of little pieces and packaged them up and sold them all over the place. The thing that is interesting was, people were really getting down on Bush for making such a bad economy and it was free enterprise's fault, it was George Bush's fault.

In reality, you go in The New York Times and you see President Bush in 2003—I remember because it was September 11, 2003, New York Times, not exactly a conservative document. And this is Bush saying, Hey, I've got to have more authority to control Freddie and Fannie. They're out of control. They're making loans that are going to become a huge disaster.

And at the same time you have a quote in that article of BARNEY FRANK from the floor of this House, who is now the chairman of the committee that runs all of that saying, Freddie and Fannie are fine. You can read the quote.

Mr. KING of Iowa. Would the gentleman repeat that date again?

Mr. AKIN. It was September 11, 2003, New York Times.

Mr. KING of Iowa. Why does the gentleman remember that?

Mr. AKIN. Of course, obviously, September 11, 2001.

Mr. KING of Iowa. So 2 years from the date you had the now chairman of the Financial Services Committee coming to the floor, resisting regulation and increased capitalization on Fannie and Freddie—they're a government-sponsored enterprise that had the implicit guarantee of the full faith and credit of the Federal Government behind them in 2003, September 11.

Now there is another date that sticks in my mind. Two years and a little more than a month later, October 26, 2005, an amendment was brought to the floor of the House of Representatives that would require Fannie Mae, Freddie Mac to be capitalized, comparable to that of other lending and competing institutions and to require them to be regulated in a similar fashion. That amendment was vigorously resisted by the now chairman of the Financial Services Committee, BARNEY FRANK, and yet BARNEY FRANK came to the well on the Thursday before we broke for the Easter vacation this year and set up a 60-minute period of time to explain to Americans in that little lull—everybody else was going home but me and a couple others—that none of that was his fault. That it went outside of him, that the regulations were not necessary, the capitalization was not necessary.

Well, we know the answer. The implicit guarantee—and by the way, the gentleman from Massachusetts said on the floor of the House of Representatives on that day of October 26, If anybody thinks I'm going to vote to support a capitalized guarantee of Fannie Mae and Freddie Mac, they're wrong. I won't do that.

Mr. AKIN. They learned from his mistake.

Mr. KING of Iowa. We ended up with a nationalization.

I yield to the gentleman.

Mr. AKIN. The interesting thing was, he was not in the majority party at the time. I think he opposed legislation, but we passed it here in the House. Republicans were in charge at that time. We passed legislation in the House to regulate and to require that capitalization of Freddie and Fannie. It went to the Senate. But because of Senate rules, Democrats in the Senate were able to kill that legislation. And yet they want to blame President Bush, they want to blame free enterprise for what was another one of these socialized schemes where the big government is going to step in and try and repeal the laws of economics.

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Mr. KING of Iowa. Reclaiming briefly from the gentlemen, I would point out that October 26, 2005, went the other way. The gentleman from Massachusetts, now the chairman of the Financial Services Committee, succeeded in convincing this body that Fannie and Freddie didn't need to be capitalized and regulated. And that amendment failed here on the floor of the House of Representatives in 2005, and it has gone in that direction since more support for Fannie and Freddie, who spent tens of thousands—in fact hundreds of thousands of dollars lobbying this Congress so that they would be exempt from the standards that were required of other lending institutions.

And that is part of this package, the Community Reinvestment Act, Fannie Mae and Freddie Mac, ACORN asserting themselves as a broker in the middle of this and brokering bad loans in bad neighborhoods, intimidating bankers to give those loans, and then passing those along in the secondary market to Fannie Mae and Freddie Mac and getting blocks of loans from the lending institutions for them to underwrite themselves and give the authority on loans that would be approved.

Mr. AKIN. And of course we are going to use Federal money to pay ACORN to do all of these activities, which has become an interesting topic lately, as well, as we've seen some enterprising young people going in and checking out exactly what the story was in these different ACORN locations.

Mr. KING of Iowa. And as you mentioned an ACORN location, the gentleman from Missouri, I happen to have an ACORN location here. This little picture is taken not off the Internet, not by somebody that slipped in surreptitiously. This is a picture I personally took the weekend before the 4th of July, I'm going to guess the 2nd or so of July, 2009.

I went down to ACORN headquarters, Mr. Speaker. This is at 2609 Canal Street, New Orleans, and this building is ACORN's national headquarters—for all I know, the international headquarters of ACORN. It is the most fortified building in the neighborhood.

The door, itself, is mostly bars and so is the ground floor, the second floor. And you can see through these bars it's a four- or five-story building. And if you look, Mr. Speaker, you can see this huge Obama picture right inside the window at the national headquarters of ACORN.

Mr. AKIN. Now, that's getting millions of dollars of Federal money. So we're using taxpayer money—

Mr. KING of Iowa. Fifty-three million at least, and I think significantly more, actually.

Mr. AKIN. Fifty-three million of taxpayer dollars to advertise for a political candidate.

Mr. KING of Iowa. Well, I don't know that it all goes for advertisement, but the law says not one dollar can go for advertisement, that they cannot be involved in partisan political activity.

Now, I am an objective observer here. I know a little bit about partisan activity. When you put a poster in your office window—in my construction office, for example, if I put a poster in my office that says Bush for President in 2004, if I were a 501(c)(3) corporation, I would be in direct violation of the not-for-profit, nonpartisan requirements of the IRS. I would be in violation of the tax laws. If I put a poster in my window, I am also in violation of some of my customers that are of a different political persuasion. So I'm a little sensitive to this, although I've been fairly bold. I follow the law. This cannot be following the law.

ACORN should have its not-for-profit status removed immediately for them and every one of their affiliates. They should be taxed. The IRS should go in and audit every dollar that's coming in to ACORN and their affiliates. There should be a Justice Department investigation. There should be a congressional series of investigations done by a number of committees, including the committee chaired by the gentleman from Massachusetts (Mr. FRANK). Financial services should investigate. Judiciary should investigate. Government Reform should investigate. Ways and Means should investigate. If I could find a way to get the Ag Committee investigating, that's what we need to do with ACORN.

Mr. AKIN. Well, it almost makes you wonder about the Attorney General investigating. I suppose, perhaps, the gentleman has seen some of the various tapes that were cut with hidden cameras as people went into various ACORN locations.

It was kind of an interesting phenomenon, nothing that was broken by the big media in America, but it just shows that that underground kind of media, the new Web and the Internet and the bloggers and all—you have an enterprising gentleman and a young lady going in and being very bold at various ACORN offices talking about the fact that they want to open a house of ill repute and want to get some help from ACORN to help them figure out how to buy the house. And they are so candid with what they're saying. And the comments that were recorded in camera I think have been getting a lot of hits, a lot of people watching it. The mainstream media has paid no attention to it, and yet all over America people are looking at this. They have already heard about ACORN and the dozens of violations of this organization that we're paying for with tax dollars. I mean, what in the world is going on?

You've got—these two are just actors, you know, but they're entrepreneurs in an information kind of age. They're just going in pretending like they want to open up a house of ill repute so he can raise money to run for Congress. It's almost laughable if it weren't true.

Mr. KING of Iowa. As a Republican? Run for Congress as a Republican?

Mr. AKIN. I didn't hear that word somehow or other.

Mr. KING of Iowa. I didn't either. I heard run for Congress as a Democrat. That must have been the measure of plausibility that they had to inject to get ACORN to bite on the rest of the bait would be my speculation.

Mr. AKIN. But they were some interesting sets of tapes, and some courageous people that were willing to do that because there is some threat potential there.

Mr. KING of Iowa. It is, for me—and reclaiming from the gentleman from Missouri, it is astonishing to get a look inside the offices of ACORN in four cities in America. And I ask the question, is this the culture of ACORN? And I don't know how you argue that it's not. But each of them were so willing and so eager to be complicit in helping to set up a house of ill repute, as the gentleman from Missouri said. I have different names for it. A brothel would be another one. For them to go in and pick out this outrageous—I think it was really a far-reaching scenario. I'm the pimp and this is the prostitute and we want to set up this house of ill repute and bring in 13- or 14-year-old girls from El Salvador so that they can turn tricks and we can take the profits and use some of the profits to put into the political campaign so that the pimp can run for Congress? I mean, I don't know. I would have a hard time holding myself in if somebody came into my office and said such a thing.

But in each of those cases that have been published—in Baltimore, in Washington, D.C., in Brooklyn, in San Bernardino—in each of those cases, Mr. Speaker, ACORN reacted as if that was the business that they were set up to be in. We will help you facilitate a loan for the house of ill repute and we can get you good terms. And furthermore, don't report more than about three of those illegal girls that are illegally here, and that are most likely illegally here and in the business of child prostitution, a slave sex ring before their very eyes. They also advocated that they could provide the childcare tax credit and qualify for that, that's $1,000 per child per year, and the earned income tax credit as well.

So the numbers work out to about this: ACORN being complicit in drawing down, fraudulently, Federal dollars while helping to facilitate evasion of income taxes and child prostitution. But the Federal taxpayers, if they're successful in what they proposed at least in Baltimore, then the child care tax credit and the earned income tax credit would add up to, for a family of—let me say a family of five, if the prostitute is the mom and the pimp is the dad and three of the underage 13- or 14-year-old girls were qualified under the child tax credit, that would be about $6,000 from the taxpayers that goes in to subsidize the house of prostitution. And this doesn't cause anybody to bat an eye at ACORN in four cities in America. That's the culture of ACORN. That's this right here.

Mr. AKIN. I have to interrupt just a minute, if the gentleman would yield some time.

Mr. KING of Iowa. I would yield.

Mr. AKIN. I have always had a deep respect for my congressional friend from Iowa and the fact that you're a small business man, but the way you put that together, I mean, I can see why you're a good businessman. But in your construction business, you tried to stay kind of a little closer within the law, and yet here we're talking about an organization that's paid for with Federal money.

Now, what's happened with ACORN, though, is that there have been so many of these kinds of things that all of these community organizations that used to be under ACORN have changed their names—and it doesn't mean they've changed their stripes, but they've changed their names so that when we try to withhold funding from ACORN, all the other community organizers which used to be ACORN, no longer called ACORN, they are still wanting to pull down Federal money to do this wonderful entrepreneurial kind of proposal that you're talking about or many other kinds of schemes along the same lines.

And again, I think it suggests it's just one more nail in the coffin that says maybe the Federal Government shouldn't be doing this stuff. Maybe we've gotten our Federal Government just trying to do too many things for too many people. Maybe we better pull back to the idea, as you started, gentleman, with the concept of free enterprise, with the concept of the Federal Government creating a set of laws where everybody is equal before the law, not a setup of special deals, and a place where every American can have the freedom and the risk to chase the dream that God puts in their own heart, to be whatever it is, whether it's a contractor with heavy equipment, as you were, or in the steel business, or working in the computer business with IBM, as I was, that you can chase the dream that's in your own heart without the government doing any special

deals, either taking your money or giving you any money.

Mr. KING of Iowa. Reclaiming from the gentleman from Missouri, I so appreciate the analysis and the way that you've delivered this. I think that this goes deep. And I think because I've had to live, and I know the gentleman from Missouri has had to live, and been fortunate to live with the underpinnings of what has been the greatness of America, these checks and balances that come in not just between the three branches of government, the checks and balances that come in between our moral values, our values of faith, the laws that we have passed that reflect the moral values of our faith and the reverence for the rule of law, the letter and the intent of the law that is so necessary if we're going to have a civil society.

And then we've watched, if we go back to Lyndon Baines Johnson and the Great Society, they made a decision that they were going to take from one economic sector and they were going to pass it along to another. I remember seeing a film of hungry children in Appalachia—I don't know that they were actually hungry, but they needed some dental work. That's what I remember was in the pictures. They weren't dressed all that well. Some were barefoot. Some didn't have a shirt on. It was summertime in Appalachia. But they kept running these images over and over again. And we passed the Great Society right into the middle of the Vietnam war and we set up a dependency class of people, this dependency class of people that rewarded mothers that had children that didn't have fathers in the home.

And if you will pay mothers to have babies if they don't have fathers in the home, women will have babies to become mothers without fathers in the home. And if you punish them if there's a father in the home, the father won't be around anymore. He might stop by and visit, but he's not going to be a resident, not one that can be caught there because it will cut the government welfare check. And slowly over time, we created a dependency class of people that was dependent upon the Federal welfare check to come in.

And now I look at the inner cities in the United States of America and I ask the question, when I see the film within the offices of ACORN and I think, what wealth is created in these cities? What is coming out of the inner city that is rooted in new wealth? I know what it is that comes out of the land. All new wealth comes from the land. You can mine it out of the earth in gold or platinum or gravel or limestone, or you can raise it out of the soil in corn or beans or—I'll say rice or rutabagas. You can actually sing some fish out of the sea. You can cut some timber. But all of those resources that I've talked about become the foundation of new wealth, that wealth that's necessary if you're going to provide the essentials of life that we've long called food, clothing and shelter.

Food, clothing and shelter comes out of the soil. And we do that as productively as we can and we value add to that as many times as we can, and that's the wealth that pays for—the adage is the butcher, the baker, and the candlestick maker. It pays for the accountant, the doctor, the lawyer, the school teacher, the pastor. Everything that grows out of this economy in a legitimate productive sector can be traced back to our land, our earth, our soil.

But in the inner city, their new wealth doesn't come out of the soil. Their new wealth comes from the taxpayers of the United States of America, and it's brokered by ACORN. And the benefits are distributed back out through the city, and some of it goes into prostitution, some goes into illegal drugs.

The culture that you saw in ACORN is a culture that promotes and supports, as a matter of fact, illegal behavior, including prostitution, child pornography, and helping to enable bringing in illegals into the United States to commit illegal acts. And no one batted an eye.

So the astonishing thing to me——

Mr. AKIN. If you would yield.

Mr. KING of Iowa. I will yield to the gentleman.

Mr. AKIN. It seems like what we're really talking about is kind of two visions of government. One vision of government is that government is limited and government is interested in justice, and it's a vision that promotes freedom. It promotes people having the freedom to go out and succeed or fail. It allows the individual to take the greatest gamble of their life, to live whatever dream God put in their heart. And America is full of people that came here and they were nuts, they had these crazy dreams, and they worked on them and they worked on them, and those dreams became a vague possibility and then they became a possibility. And finally those dreams became a reality, and America was built one dream at a time.

There was some nutty guy that had the idea of making a light bulb. He made 100 light bulbs and none of them worked, and he said that's good because now I know 100 ways not to make a light bulb. His name was Thomas Edison.

□ 2045

It became so common, we called it the American Dream.

The other view of government is not a rule of law. It's not people equal before the law. It's the special deal society. It's the special deal for me or for you. If you've got the right government contract, you can get a bailout; but if you don't, you go bankrupt. It's a special deal that, for one person, you get treated one way, but for somebody else, the law is different.

So the question is: Do we have a rule of law, or do we have basically a political kind of controlled anarchy? That's the question. Where are we going as a country? Are we going to have a rule of law? Are we going to have people equal before the law, or is the government going to be the big sugar daddy that's supposed to take care of everybody and that will reward people for behaviors which will destroy their lives? Is that the sort of government that we want?

That's the question before the American public today as they watch what happens on the floor of this Congress.

I yield back.

Mr. KING of Iowa. Reclaiming my time, I thank the gentleman.

I would point out my view on this that you'll never get the people on the other side into that particular debate. They don't want to go down that path because, first of all, they don't like the result that one logically gets. The other component of it is that I think they actually hide their own eyes from the result of what they're seeking to do. I think that their endeavors are incremental endeavors to expand the power base and to expand the political base, which is the power base, and I don't think they've gamed this thing out to what America will look like if they succeed in these endeavors—if they expand ACORN, if they succeed in writing into law cap-and-trade, if they succeed in writing into law a socialized medicine plan or if they succeed in writing into law a comprehensive amnesty for illegals.

In the end, what does America look like? They can't bear the thought of having to admit the logical conclusion of the policies that they propose, but they're certainly for the things that give them a short-term power base.

I put the poster of ACORN up here because, I think, they are the largest cancer America has ever seen. They're in over 100 cities in the United States. They have divisions within the cities. They've drawn down over $53 million. They qualify into pots of money of up to $8.5 billion. They won't draw it all, but they do. It's the pressure that has come from the houses of prostitution that they're seeking to help fund, from the criticism that has come from the Community Reinvestment Act, from shaking down lenders, from over 400,000 fraudulent voter registration forms, from the prosecutions and convictions of ACORN people—up to 70 in the United States, another 11 indictments in the State of Florida with six of them arrested and five they're on the hunt for, and convictions of, or I'll say at least indictments of ACORN as a corporation in Nevada, from their policies of directly violating the election laws, and from setting up quotas for people who are registering people rather than hiring them by the hour or by salary.

Now, here is the latest news flash. First, before I do the news flash, I have to tell you, Mr. Speaker, that there has been some backing off from ACORN, and it's the vote that took place on the floor of the United States Senate. There were seven U.S. Senators who

voted to defend ACORN. Two of them are from Illinois, by the way—the President's home State, Rahm Emanuel's home State and David Axelrod's home State. Those two Senators continue to defend ACORN. It is Rod Blagojevich's home State, I might add, and he has also been a beneficiary of ACORN's work. They defended ACORN. The other Senators voted not to fund ACORN through ACORN housing.

Then we know about fraudulent votes and about a whole list of things that are going on. We also know that the U.S. Census Bureau finally announced a couple, 3 days ago that they were not going to continue with their relationship with ACORN and that they'd already signed off a month or two ago. I don't believe them yet.

This is a news flash that came while the gentleman from Missouri was speaking, and this is an article that tells about it. It says: Days after the Census Bureau announced it would cut ties with the organizing group ACORN and barely 24 hours after the Senate voted to withdraw funding from the lightning rod activist group, the White House, which is speaking for the President of the United States, expressed support for measures to hold the group accountable for unacceptable behavior.

Mr. Speaker, listen to this. This is a Jeremiah Wright moment. White House Press Secretary Robert Gibbs alluded to video taken by the conservative site biggovernment.com showing ACORN employees giving advice to individuals posing as sex traffickers. We've just talked about this.

The quote from Robert Gibbs: Obviously, the conduct that you see on those tapes is completely unacceptable. I think everyone would agree to that. Gibbs said, The administration takes accountability extremely seriously.

That's good because I will tell you I want to make sure that is the case with the President.

Then it goes on and says, Characterizing the Census Bureau's decision as a move based on a lack of confidence in ACORN's ability to perform its expected duties, Gibbs said he was not sure whether the President would ask Democrats to pull back from any campaign year collaboration with the group.

A quote from Gibbs: I don't know that I've had any discussion with him about that, Gibbs said.

So, Mr. Speaker, what we have here are a few more platitudes, a little more word processing that's going on here that would indicate that the President is a little concerned and that maybe Robert Gibbs is concerned about some fraud and corruption and blatant violation of a whole series of laws that seem to be apparent if you watch the film of ACORN, but we have yet to hear the President do, let me say, a mea culpa. I have not heard the President say, Even though I played for ACORN as a young man, even though I coached ACORN employees, even though I headed up Project Vote, which is indistinguishable from ACORN, even though I'm part and parcel of ACORN—and where is the ACORN logo on his shirt? Oh, by the way, I happen to have a little visual of this, Mr. Speaker.

Even though this is all the case and it's a fact, we still don't have the President saying, Well, let's do what we did with Jeremiah Wright. Let's get ACORN out of our lives. Let's go investigate them with the FBI, with the Department of Justice and with every possible committee in the United States Congress, giving them a complete forensic analysis and coming back for every dollar that flowed through ACORN and all of their affiliates to the extent where we can purge the poison from that corrupt enterprise, ACORN.

That needs to happen, Mr. Speaker. It needs to be directed by the President, or this ACORN albatross hangs around his neck until he does.

Mr. AKIN. If the gentleman would yield, my memory may be a little weak on this, but we were involved about a year ago with this big Wall Street bailout. My understanding was, of part of that Wall Street bailout money, there was some sort of a tax that was going to be placed on some of those companies that was going to go directly to fund ACORN.

Do you know if that part of the bill passed on part of that Wall Street bailout? Do you know whether the funding for ACORN was built in there? I remember there was talk that it would be. If that's the case, my concern is this: that all of these organizations known as ACORN are not stupid. They're changing their names to community organizers so that you'll have all of these people who used to be ACORN still sitting there, still collecting Federal money and yet will no longer have the ACORN name because the ACORN name has been so incredibly disgraced.

So I guess my question and concern is—and I think as you're saying—if we're really serious about dealing with this corruption, then it seems like we're going to have to deal with more than ACORN. We're going to have to deal with all of those organizations which came under that ACORN umbrella.

I would yield.

Mr. KING of Iowa. In reclaiming my time from the gentleman, I have to agree. I don't know that that money is in that fund, but if one were going to do a search, I'd look for the number $1.6 million. That seems to be the number that I recall. I'm not sure which bill that was in, but that sticks in my mind. I remember numbers better than I do names.

Thanks to Congressman DARRELL ISSA from California, who is a ranking member of an Oversight and Government Reform subcommittee, they produced a nonpartisan report that came to a whole series of conclusions about ACORN. In that report, they list 361 ACORN affiliates. Now, I don't know that all of those are live, active ACORN affiliates. I suspect some of them are defunct at this point. The pattern looks like whenever ACORN had a new project, they created another corporation, but many of them—I can't say all of them—a majority of those corporations are housed and reside in this place on Canal Street in New Orleans.

Now, can you imagine as many as—and probably not quite that many—but as many as 361 different corporations and affiliates inside these doors? This is a four- or a five-story building. It's not that big. In there, the finances that come are commingled through one single corporation that handles all of this. Now, money is fungible, and if there's a single Federal dollar that goes into any of these and it goes into a centralized account and gets redistributed out of that central pot, you can't sort that. There are not firewalls in that. It is a fact that there are not firewalls in that, which means that any of the money that's used in any of the 361 corporations is used for political purposes, and it's a violation of Federal law.

This, itself, is a violation of Federal law, Mr. Speaker—''Obama '08'' right in the window of a 501(c)(3). There it is blatantly for all to see.

We do need to do a complete investigation. We need the President of the United States to come forward and to come clean. This is what the President has been. He is the consummate community organizer. He has risen to the top of his profession. He has done it through the path of ACORN, through the path of Project Vote and through a series of other organizations, all of them affiliated within. This isn't a man who has come up through the free enterprise system, who has signed the front of the paycheck. He has signed only the back and has worked within these community organizers who are sitting there; and Chicago politics, Chicago politics that are steeped in the Rod Blagojevich and steeped in the Rahm Emanuel and in the hardball politics where he would tell the supporters during the campaign, Get in their faces.

He stood here at the rostrum in the House of Representatives and said, ''We will call you out,'' because he disagreed with what turns out to be the fact that is in the bill H.R. 3200.

This country has never been to this place before, Mr. Speaker. We have never seen this level of audacity, and we've never seen this level of a criminal enterprise that's so pervasive tied up into the United States of America. We haven't even gotten to the SEIU and to a number of other affiliates that are part of all of this political agenda. It is something the American people are going to have to spend a lot of time working at studying and understanding and being outraged about because, in the end, we can't sustain it here on the floor of the House of Representatives if

we don't have the support outside in America, Mr. Speaker.

I yield to the gentleman from Missouri.

Mr. AKIN. I am encouraged, Gentleman, and it just seems to me in the last 6 months that many Americans, who are many great patriots—and I'm not talking about rich people. I'm just talking about the people who love our country are getting engaged. They're getting energized, and they're asking the question: What can we do?

As they're busy asking these questions, all of this kind of information is coming out, and people are understanding, just as this President said that he was running on a platform of change, and many of us are realizing that there have to be changes inside us. The changes that you and I in a free enterprise system believe in are the changes that come in our own hearts—the changes of how we're going to run our businesses differently and of how we're going to do better for our families. Those are the kinds of changes a lot of Americans are looking at.

It's not so much a change of Big Government's telling everybody what they're going to do. Some of the change is going to have to be repairing some of the moral infrastructure of our country, a sense of outrage over a system that has gotten out of control. Particularly as good old Ronald Reagan said, We're buying a lot more government than we can afford. I think there are a lot of Americans, regardless of their political affiliations, who have come to the conclusion that we are buying more government than we can afford, in the order of trillions of dollars of more government.

I think the time is coming when there are going to have to be some changes here on the floor in terms of before we can get the changes that we need in policy, we have to rein in a beast that seems to be somewhat out of control, which is the Federal Government, which seems to be more in the business of telling us what to do than in being the servant of the people—the way it should be.

Mr. KING of Iowa. Reclaiming my time, I thank the gentleman from Missouri.

In about, oh, the 8 or 9 minutes that, I think, we have left, Mr. Speaker, I would seek to just transition this just a little bit and take the segue on the ''government that we can't afford'' and address this issue.

The President has laid out an argument. The argument is that we have to fix health care before we can fix the economy. The economy is in crisis, but it can't be fixed without fixing health care.

When answering the question of What's wrong with health care in America?, he came back with two responses: one is it costs too much money. The other one is we have too many uninsured.

Well, costing too much money, we can discuss that. It costs about 14.5 percent of our GDP. In other industrialized countries, by their analyses, it costs about 9.5 percent of their GDP. So half again more for health care in the United States. I'm not sure we're half again richer than they are. We are richer than they are, and we can afford a little more, but we can have that discussion, and we can take a lot of it out if we would just simply do tort reform. Buying insurance across State lines and having a full deductibility for health insurance premiums could deal with some of this.

I want to, Mr. Speaker, make this point, which is, those uninsured—that being the biggest situation that is not resolved here by Democrats or Republicans. Democrats want to do socialized medicine, and Republicans have some other solutions. So I began to ask the question: Of the 47 million uninsured—that's their number, not mine. I don't know that it's high or low. You hear lower numbers but not higher, so take the higher number.

□ 2100

This number is supposed to be here. It's not on my chart, but I can tell you, this is 47 million. I know that. And, as you subtract from those lists of those that are uninsured in America, you start with the undocumented noncitizens, that's the illegals.

Well, this is a new chart, so it doesn't say the things that I remember. I am going to go off what I remember, and these are new numbers, 5.2 million illegals are part of the 47 million. This number has been 4 million who are here that have arrived recently that are under the 5-year bar by law.

These two categories of immigrants, the illegals and those disqualified legals becomes 10.2 million. This number shows 10.

And those that earn more than $75,000 a year, Mr. Speaker, presumably they could resolve this out of the their own checkbook. Then you go for the Americans that are eligible for a government program but not enrolled. Now I see what's going on, this software has rounded it out to even millions. That number is 9.7 million. Those Americans that are eligible for government programs but not enrolled, usually Medicaid, didn't sign up. That's this number.

Now we are subtracting from 47 million. This number is those eligible for employer-sponsored, but didn't bother to sign up or opted out. That's 6 million, and that is the actual decimal point. This number here comes down to 12.1 million Americans without affordable options.

Now, we have too many uninsured in America, 47 million, according to people over on this side. But 47 million includes all these categories that we don't want to include in a new bill. They don't either, for the most part, or at least they won't admit it. So you are down to 12.1 million people, and that's less than 4 percent of the population.

Now, what does that mean? We are going to try to solve the problem by transforming 100 percent of the health insurance in America and 100 percent of the health care delivery system in America to try to reduce a 4 percent number down to something less.

Now, what is 4 percent, 12.1 million, that's these people right here, these are the whole uninsured. This is the whole population of the United States. We are a lively bunch of people in the United States. It's hard to get a handle on us.

But you can get a handle on this. This is 306 or maybe 307 million people. These are the categories in that other pie chart that includes the coverage for those eligible by employer in blue; those insurance-eligible for government programs, usually Medicare, Medicaid, in green; the orange are those earning over $75,000; and the black, those are legal immigrants that are on the 5-year bar and are not eligible. And the other 2 percent are the illegal immigrants. This is the 12 and 1.1 percent right here. This little orange sliver, that's the percentage of the population that we want to address, because they are Americans without insurance who do not have affordable options.

And the proposal is to transform all of the rest of this, the best there is in the world in insurance and delivery of health care, in order to reduce this sliver of 4 percent down to something, maybe around 2 percent.

Now, I think that Einstein would have a way to define this thing, and I think it would come down to something such as, if you have a flawed premise, you will have a flawed conclusion.

Mr. AKIN. I just appreciate the gentleman, I am not a big fan of pie charts, I love pie, but I don't like pie charts. But this chart, I think, is a good graphic. It depicts something which almost defies reason.

What we are seeing is, we are going to take all of that green area, if you can point to that green area with your pointer, there—but I am talking about the turquoise area, the whole thing. We are going to change all of that. We are going to scrap our whole health care system, have it taken over by the government in order to address that little sort of orange-red sector.

What that suggests to me is that somebody has an agenda, and it's more federalizing anything than it is really solving a problem. And this is something that I find, from an integrity point of view, really distressing, particularly as an engineer.

I mean, we just passed the biggest tax increase in the history of our country because we are under the premise that CO_2 is such a bad thing that we have got to tax everybody in order to put a tax on CO_2. So in spite of a promise—if you are making $250,000 or less, you won't be taxed—in fact what we have passed in the House is, if you flip a light switch, you start getting taxed.

So the simple problem is, though, if you want to get rid of CO_2, all you have

to do is take the nuclear power plants—that's 20 percent of our electric generation in America—take the 20 percent and double it. So we have 40 percent of our electric coming out of nuclear. If you do that, you would get rid of all the CO_2 from every passenger car in the country. And yet we have come up with this complicated, tremendously intrusive, huge tax increase, when you could just simply say in a page or two, just double the number of nuclear.

Now, here what you have got is, you have got all this folderol about health care, we have got to take it over, the government has got to do all this stuff, and you have got 4 percent of people who are uninsured. It just seems like, it seems like we have made our conclusion ahead of time that we want our government to run everything, and our excuse is that little tiny 4 percent wedge. Even I like cherry pie. If all I got was 4 percent, it isn't worth it. It just plain isn't worth it. That's the obvious conclusion of your chart.

And I appreciate you just taking us into the world of free enterprise and what's really going on with our Federal Government. I appreciate your leadership. The gentleman from Iowa is really a saint, and we are thankful to have some good old midwestern commonsense values here on the floor of the U.S. Congress.

Mr. KING of Iowa. Let me conclude. I reflect upon a pair of auto mechanics that run a repair shop in my hometown of Kiron called Sandberg Brothers. They have a sign behind their counter that says, ''Complicated, difficult, technical nearly impossible jobs are our specialty. Simple jobs are beyond our comprehension.''

I think that's what we have here. We have taken a simple job and turned it into a complicated, technical, difficult problem. And I think it falls back to the wisdom of Congressman Tom COLE, who said one day that highly intelligent people will always overcomplicate things. If they didn't, there wouldn't be any particular advantage to being highly intelligent.

LEAVE OF ABSENCE

By unanimous consent, leave of absence was granted to:

Mr. CULBERSON (at the request of Mr. BOEHNER) for today until 2 p.m. on account of personal reasons.

Mr. MCHUGH (at the request of Mr. BOEHNER) for today on account of a family medical matter.

SPECIAL ORDERS GRANTED

By unanimous consent, permission to address the House, following the legislative program and any special orders heretofore entered, was granted to:

(The following Members (at the request of Mr. NYE) to revise and extend their remarks and include extraneous material:)

Ms. WOOLSEY, for 5 minutes, today.

Mr. NYE, for 5 minutes, today.

Ms. KAPTUR, for 5 minutes, today.

Mr. MAFFEI, for 5 minutes, today.

Mr. GRAYSON, for 5 minutes, today.

Mr. FALEOMAVAEGA, for 5 minutes, today.

(The following Members (at the request of Mr. GUTHRIE) to revise and extend their remarks and include extraneous material:)

Mr. POE of Texas, for 5 minutes, September 23.

Mr. JONES, for 5 minutes, September 23.

Mr. FORBES, for 5 minutes, today.

ENROLLED BILL SIGNED

Lorraine C. Miller, Clerk of the House, reported and found truly enrolled a bill of the House of the following title, which was thereupon signed by the Speaker:

H.R. 1243. An act to provide for the award of a gold medal on behalf of Congress to Arnold Palmer in recognition of his service to the Nation in promoting excellence and good sportsmanship in golf.

ADJOURNMENT

Mr. KING of Iowa. Mr. Speaker, I move that the House do now adjourn.

The motion was agreed to; accordingly (at 9 o'clock and 7 minutes p.m.), the House adjourned until tomorrow, Thursday, Sept. 17, 2009, at 10 a.m.

EXPENDITURE REPORTS CONCERNING OFFICIAL FOREIGN TRAVEL

Reports concerning the foreign currencies and U.S. dollars utilized for Speaker-Authorized Official Travel during the first quarter and second quarter of 2009, pursuant to Public Law 95–384 are as follows:

REPORT OF EXPENDITURES FOR OFFICIAL TRAVEL, DELEGATION TO BOSNIA, HERZEGOVINA AND LITHUANIA FOR THE ANNUAL SESSION OF THE OSCE PARLIAMENTARY ASSEMBLY, EXPENDED BETWEEN JUNE 26 AND JULY 3, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Departure			Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Alcee L. Hastings	6/29	7/3	Lithuania		1,030.00		(3)				1,030.00
Hon. Robert Aderholt	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Hon. Madeleine Bordallo	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Hon. G.K. Butterfield	6/29	7/3	Lithuania		1,030.00		4,055.56				5,085.56
Hon. Lloyd Doggett	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Hon. Mike McIntyre	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Hon. Gwen Moore	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Hon. Louise Slaughter	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Hon. Christopher Smith	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Fred Turner	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Edward Joseph	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Robert Hand	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Neil Simon	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Shelly Han	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Clifford Bond	6/27	6/29	Bosnia & Herzegovina		570.67		(3)				570.67
Alex Johnson	6/29	7/3	Lithuania		1,030.00		(3)				1,030.00
Winsome Packer	6/27	7/3	Lithuania		1,740.00		1,538.00				3,278.00
Daniel Redfield	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Josh Shapiro	6/27	6/28	Bosnia & Herzegovina		313.99		(3)				313.99
	6/28	7/3	Lithuania		1,450.00		(3)				1,450.00
Committee total					30,096.53		5,593.56				35,690.09

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

HON. ALCEE L. HASTINGS, Chairman, July 28, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL TRAVEL, DELEGATION TO HUNGARY, MONGOLIA, INDONESIA AND EAST TIMOR, EXPENDED BETWEEN JUNE 26 AND JULY 6, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. David Price	6/27	6/28	Hungary		284.00		([3])				284.00
Hon. Vern Buchanan	6/27	6/28	Hungary		284.00		([3])				284.00
Hon. Jim Cooper	6/27	6/28	Hungary		284.00		([3])				284.00
Hon. Jim McDermott	6/27	6/28	Hungary		284.00		([3])				284.00
Hon. Phil Gingrey	6/27	6/28	Hungary		284.00		([3])				284.00
Hon. Bob Etheridge	6/27	6/28	Hungary		284.00		([3])				284.00
John Lis	6/27	6/28	Hungary		284.00		([3])				284.00
Margarita Seminario	6/27	6/28	Hungary		284.00		([3])				284.00
Brad Smith	6/27	6/28	Hungary		284.00		([3])				284.00
Rachel Leman	6/27	6/28	Hungary		284.00		([3])				284.00
Janice McKinney	6/27	6/28	Hungary		284.00		([3])				284.00
Hon. David Price	6/29	6/30	Mongolia		293.00		([3])				293.00
Hon. Vern Buchanan	6/29	6/30	Mongolia		293.00		([3])				293.00
Hon. Jim Cooper	6/29	6/30	Mongolia		293.00		([3])				293.00
Hon. Jim McDermott	6/29	6/30	Mongolia		293.00		([3])				293.00
Hon. Phil Gingrey	6/29	6/30	Mongolia		293.00		([3])				293.00
Hon. Bob Etheridge	6/29	6/30	Mongolia		293.00		([3])				293.00
John Lis	6/29	6/30	Mongolia		293.00		([3])				293.00
Margarita Seminario	6/29	6/30	Mongolia		293.00		([3])				293.00
Brad Smith	6/29	6/30	Mongolia		293.00		([3])				293.00
Rachel Leman	6/29	6/30	Mongolia		293.00		([3])				293.00
Janice McKinney	6/29	6/30	Mongolia		293.00		([3])				293.00
Hon. David Price	6/30	7/2	Indonesia		445.00		([3])				445.00
Hon. Vern Buchanan	6/30	7/2	Indonesia		445.00		([3])				445.00
Hon. Jim Cooper	6/30	7/2	Indonesia		445.00		([3])				445.00
Hon. Jim McDermott	6/30	7/2	Indonesia		445.00		([3])				445.00
Hon. Phil Gingrey	6/30	7/2	Indonesia		445.00		([3])				445.00
Hon. Bob Etheridge	6/30	7/2	Indonesia		445.00		([3])				445.00
John Lis	6/30	7/2	Indonesia		445.00		([3])				445.00
Margarita Seminario	6/30	7/2	Indonesia		445.00		([3])				445.00
Brad Smith	6/30	7/2	Indonesia		445.00		([3])				445.00
Rachel Leman	6/30	7/2	Indonesia		445.00		([3])				445.00
Janice McKinney	6/30	7/2	Indonesia		445.00		([3])				445.00
Hon. David Price	7/2	7/4	East Timor		644.00		([3])				644.00
Hon. Vern Buchanan	7/2	7/4	East Timor		644.00		([3])				644.00
Hon. Jim Cooper	7/2	7/4	East Timor		644.00		([3])				644.00
Hon. Jim McDermott	7/2	7/3	East Timor		391.00		4,395.00				4,786.00
Hon. Phil Gingrey	7/2	7/4	East Timor		644.00		([3])				644.00
Hon. Bob Etheridge	7/2	7/4	East Timor		644.00		([3])				644.00
John Lis	7/2	7/4	East Timor		644.00		([3])				644.00
Margarita Seminario	7/2	7/4	East Timor		644.00		([3])				644.00
Brad Smith	7/2	7/4	East Timor		644.00		([3])				644.00
Rachel Leman	7/2	7/4	East Timor		644.00		([3])				644.00
Janice McKinney	7/2	7/4	East Timor		644.00		([3])				644.00
Committee total											22,359.00

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

HON. DAVID PRICE, Chairman, Aug. 6, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON AGRICULTURE, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Kathy Dahlkemper	6/6	6/7	Kuwait		497.47						497.47
	6/7	6/7	Iraq								
	6/7	6/8	Kuwait		453.86		8,043.59				8,497.45
Hon. Tim Holden	6/6	6/7	Kuwait		497.47						497.47
	6/7	6/7	Iraq								
	6/7	6/8	Kuwait		453.86		8,043.59				8,497.45
Committee total					1,902,66		16,087.18				17,989.84

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.

HON. COLLIN C. PETERSON, Chairman, July 31, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON APPROPRIATIONS, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Steven LaTourette	4/14	4/16	Rome, Italy		468.00		([3])				468.00
	4/16	4/18	Venice, Italy		450.00		([3])				450.00
	4/18	4/19	Dublin, Ireland		218.00		([3])				218.00
Misc. embassy costs									4,030.54		4,030.54
Commercial airfare							2,356.00				2,356.00
Hon. Michael Simpson	4/14	4/16	Rome, Italy		468.00		([3])				468.00
	4/16	4/18	Venice, Italy		450.00		([3])				450.00
	4/18	4/19	Dublin, Ireland		218.00		([3])				218.00
Misc. embassy costs									4,030.54		4,030.54
Commercial airfare							2,356.00				2,356.00
Tom McLemore	4/14	4/16	Rome, Italy		468.00		([3])				468.00
	4/16	4/18	Venice, Italy		450.00		([3])				450.00
	4/18	4/19	Dublin, Ireland		218.00		([3])				218.00
Misc. embassy costs									4,030.54		4,030.54
Commercial airfare							2,356.00				2,356.00
Hon. Rodney Frelinghuysen	4/14	4/16	Rome, Italy		468.00		([3])				468.00
	4/16	4/18	Venice, Italy		450.00		([3])				450.00

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON APPROPRIATIONS, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009—Continued

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
	4/18	4/19	Dublin, Ireland		218.00		(3)				218.00
Misc. embassy costs									4,030.54		4,030.54
Commercial airfare							2,356.00				2,356.00
Hon. C.W. Bill Young	4/14	4/16	Rome, Italy		468.00		(3)				468.00
	4/16	4/18	Venice, Italy		450.00		(3)				450.00
	4/18	4/19	Dublin, Ireland		218.00		(3)				218.00
Misc. embassy costs									4,030.54		4,030.54
Commercial airfare							2,356.00				2,356.00
Kevin Jones	4/14	4/16	Rome, Italy		468.00		(3)				468.00
	4/16	4/18	Venice, Italy		450.00		(3)				450.00
	4/18	4/19	Dublin, Ireland		218.00		(3)				218.00
Misc. embassy costs									4,030.54		4,030.54
Commercial airfare							2,356.00				2,356.00
Hon. Barbara Lee	4/3	4/7	Cuba		1,467.02		(3)				1,467.02
Hon. Mike M. Honda	4/3	4/5	Cuba		929.99		(3)				929.99
Mathew Washington	3/29	4/2	Pakistan		504.00						504.00
	4/2	4/3	Afghanistan								
	4/3	4/4	Qatar		391.00						391.00
Commercial airfare							9,877.69				9,877.69
Misc. transportation							80.00				80.00
Celes Hughes	3/29	4/2	Pakistan		504.00						504.00
	4/2	4/3	Afghanistan								
	4/3	4/4	Qatar		391.00						391.00
Commercial airfare							9,877.69				9,877.69
Misc. transportation							70.00				70.00
B. G. Wright	3/29	4/2	Pakistan		504.00						504.00
	4/2	4/3	Afghanistan								
	4/3	4/4	Qatar		391.00						391.00
Commercial airfare							9,877.69				9,877.69
Misc. transportation							120.00				120.00
Hon. Ken Calvert	4/5	4/8	Germany		1,104.00						1,104.00
Commercial airfare							10,163.09				10,163.09
Jeff Shockey	4/5	4/8	Germany		1,104.00						1,104.00
	4/8	4/10	Austria		1,145.00						1,145.00
Commercial airfare							8,802.32				8,802.32
Misc. transportation							60.00				60.00
Jennifer Miller	4/5	4/8	Germany		1,104.00						1,104.00
	4/8	4/10	Austria		745.00						745.00
Commercial airfare							11,236.32				11,236.32
Misc. transportation							56.00				56.00
Linda Pagelsen	4/6	4/6	Travel Day								
	4/7	4/11	South Korea		1,600.00						1,600.00
Commercial airfare							7,435.45				7,435.45
Hon. Ben Chandler	4/3	4/5	Egypt		634.00		(3)				634.00
	4/5	4/8	Ethiopia		4,134.00		(3)				4,134.00
	4/8	4/11	Cyprus		818.00		(3)				818.00
Hon. James P. Moran	4/14	4/15	Cyprus		424.85		(3)				424.85
	4/15	4/19	India		1,513.32		(3)				1,513.32
	4/19	4/20	Italy		344.35		(3)				344.35
Hon. Nita M. Lowey	5/25	5/27	Austria		952.00		(3)				952.00
Misc. embassy costs									824.00		824.00
Hon. Nita M. Lowey	4/13	4/17	Israel		1,296.00		(3)				1,296.00
	4/17	4/19	Egypt		603.00		(3)				603.00
Misc. embassy costs									2,484.31		2,484.31
Bus Rental							285.77				285.77
Hon. Steven Rothman	4/13	4/17	Israel		1,296.00		(3)				1,296.00
	4/17	4/19	Egypt		603.00		(3)				603.00
Misc. embassy costs									2,484.31		2,484.31
Bus Rental							285.77				285.77
Hon. Kay Granger	4/13	4/17	Israel		1,296.00		(3)				1,296.00
	4/17	4/19	Egypt		673.00		(3)				673.00
Misc. embassy costs									2,484.31		2,484.31
Bus Rental							285.77				285.77
Hon. Jesse Jackson	4/13	4/17	Israel		1,296.00		(3)				1,296.00
	4/17	4/19	Egypt		603.00		(3)				603.00
Misc. embassy costs									2,484.31		2,484.31
Bus Rental							285.77				285.77
Anne Marie Chotvacs	4/13	4/17	Israel		1,296.00		(3)				1,296.00
	4/17	4/19	Egypt		673.00		(3)				673.00
Misc. embassy costs									2,484.31		2,484.31
Bus Rental							285.77				285.77
Nisha Desai Biswall	4/13	4/17	Israel		1,296.00		(3)				1,296.00
	4/17	4/19	Egypt		673.00		(3)				673.00
Misc. embassy costs									2,484.31		2,484.31
Bus Rental							285.77				285.77
Hon. Adam Schiff	4/13	4/17	Israel		1,296.00		(3)				1,296.00
	4/17	4/19	Egypt		603.00		(3)				603.00
Misc. embassy costs									2,484.31		2,484.31
Bus Rental							285.77				285.77
Alex Gillen	4/13	4/17	Israel		1,296.00		(3)				1,296.00
	4/17	4/19	Egypt		673.00		(3)				673.00
Misc. embassy costs									2,484.31		2,484.31
Bus Rental							285.77				285.77
Kirstin Brost	4/13	4/17	Israel		1,296.00		(3)				1,296.00
	4/17	4/19	Egypt		673.00		(3)				673.00
Misc. embassy costs									2,484.31		2,484.31
Bus Rental							285.77				285.77
Hon. Harold Rogers	4/4	4/6	Bahrain		892.00		(3)				892.00
	4/6	4/8	United Arab Emirates		1,418.00		(3)				1,418.00
	4/8	4/10	Florence, Italy		1,122.00		(3)				1,122.00
	4/10	4/13	Rome, Italy		1,842.00		(3)				1,842.00
Committee total					50,235.53		84,364.18		47,366.03		181,965.74

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

HON. DAVID R. OBEY, Chairman, Aug. 3, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON ARMED SERVICES, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Visit to Kuwait, Iraq, United Arab Emirates, Afghanistan, April 4–11, 2009:											
Hon. Niki Tsongas	4/5	4/6	Kuwait		453.86						453.86
	4/6	4/7	Iraq								
	4/7	4/8	Kuwait		453.86						453.86
	4/8	4/9	United Arab Emirates		448.85						448.85
	4/9	4/10	Afghanistan		43.00						43.00
	4/10	4/11	United Arab Emirates		235.57						235.57
Commercial airfare							8.442.74				8,442.74
Hon. Larry Kissell	4/5	4/6	Kuwait		453.86						453.86
	4/6	4/7	Iraq								
	4/7	4/8	Kuwait		453.86						453.86
	4/8	4/9	United Arab Emirates		448.85						448.85
	4/9	4/10	Afghanistan		43.00						43.00
	4/10	4/11	United Arab Emirates		235.57						235.57
Commercial airfare							8.442.74				8,442.74
Hon. Jeff Miller	4/5	4/6	Kuwait		453.86						453.86
	4/6	4/7	Iraq								
	4/7	4/8	Kuwait		453.86						453.86
	4/8	4/9	United Arab Emirates		448.85						448.85
	4/9	4/10	Afghanistan		43.00						43.00
	4/10	4/11	United Arab Emirates		235.57						235.57
Commercial airfare							8.442.74				8,442.74
Hon. Joe Wilson	4/5	4/6	Kuwait		453.86						453.86
	4/6	4/7	Iraq								
	4/7	4/8	Kuwait		453.86						453.86
	4/8	4/9	United Arab Emirates		448.85						448.85
	4/9	4/10	Afghanistan		43.00						43.00
	4/10	4/11	United Arab Emirates		235.57						235.57
Commercial airfare							8.442.74				8,442.74
Robert DeGrasse	4/5	4/6	Kuwait		453.86						453.86
	4/6	4/7	Iraq								
	4/7	4/8	Kuwait		453.86						453.86
	4/8	4/9	United Arab Emirates		448.85						448.85
	4/9	4/10	Afghanistan		43.00						43.00
	4/10	4/11	United Arab Emirates		235.57						235.57
Commercial airfare							8.442.74				8,442.74
Hon. Joshua Holly	4/5	4/6	Kuwait		453.86						453.86
	4/6	4/7	Iraq								
	4/7	4/8	Kuwait		453.86						453.86
	4/8	4/9	United Arab Emirates		448.85						448.85
	4/9	4/10	Afghanistan		43.00						43.00
	4/10	4/11	United Arab Emirates		235.57						235.57
Commercial airfare							8.442.74				8,442.74
Delegation expenses	4/5	4/8	Kuwait		1,728.71		426.33				2,155.04
Delegation expenses	4/9	4/10	Afghanistan		775.84						775.84
Visit to Israel, Egypt, Scotland, April 5–10, 2009:											
Hon. Ellen Tauscher	4/6	4/7	Israel		264.00						264.00
	4/8	4/10	Egypt		184.00						184.00
	4/10	4/11	Scotland		279.00						279.00
Hon. Michael Turner	4/6	4/7	Israel		264.00						264.00
	4/8	4/10	Egypt		184.00						184.00
	4/10	4/11	Scotland		279.00						279.00
Hon. Loretta Sanchez	4/6	4/7	Israel		264.00						264.00
	4/8	4/10	Egypt		184.00						184.00
	4/10	4/11	Scotland		279.00						279.00
Hon. Trent Franks	4/6	4/7	Israel		264.00						264.00
	4/8	4/10	Egypt		184.00						184.00
	4/10	4/11	Scotland		279.00						279.00
Frank Rose	4/6	4/7	Israel		264.00						264.00
	4/8	4/10	Egypt		184.00						184.00
	4/10	4/11	Scotland		279.00						279.00
Kari Bingen Tytler	4/6	4/7	Israel		264.00						264.00
	4/8	4/10	Egypt		184.00						184.00
	4/10	4/11	Scotland		279.00						279.00
Delegation expenses	4/6	4/7	Israel						15,178.33		15,178.33
Delegation expenses	4/8	4/10	Egypt						5,458.00		5,458.00
Visit to Afghanistan, Pakistan, April 12–18, 2009, With CODEL Reyes:											
Hon. Frank LoBiondo	4/14	4/15	Pakistan		76.00						76.00
	4/15	4/16	Afghanistan		28.00						28.00
	4/16	4/17	Pakistan		76.00						76.00
Commercial airfare							6685.85				6685.85
Visit to Burkina Faso, Congo, Kenya, Yemen, Egypt, Morocco, April 13–21, 2009:											
Hon. Adam Smith	4/15	4/16	Burkina Faso		77.00						77.00
	4/16	4/16	Rwanda								
	4/16	4/17	Congo		74.00						74.00
	4/17	4/17	Rwanda								
	4/17	4/18	Kenya		108.00						108.00
	4/18	4/18	Yemen								
	4/18	4/20	Egypt		184.00						184.00
	4/20	4/21	Morocco		100.00						100.00
Hon. Jim Cooper	4/15	4/16	Burkina Faso		77.00						77.00
	4/16	4/16	Rwanda								
	4/16	4/17	Congo		74.00						74.00
	4/17	4/17	Rwanda								
	4/17	4/18	Kenya		108.00						108.00
	4/18	4/18	Yemen								
	4/18	4/20	Egypt		184.00						184.00
	4/20	4/21	Morocco		100.00						100.00
Hon. Gabrielle Giffords	4/15	4/16	Burkina Faso		77.00						77.00
	4/16	4/16	Rwanda								
	4/16	4/17	Congo		74.00						74.00
	4/17	4/17	Rwanda								
	4/17	4/18	Kenya		108.00						108.00
	4/18	4/18	Yemen								
	4/18	4/20	Egypt		184.00						184.00
	4/20	4/21	Morocco		100.00						100.00
Hon. William H. Natter	4/15	4/16	Burkina Faso		77.00						77.00
	4/16	4/16	Rwanda								
	4/16	4/17	Congo		74.00						74.00
	4/17	4/17	Rwanda								
	4/17	4/18	Kenya		108.00						108.00
	4/18	4/18	Yemen								
	4/18	4/20	Egypt		184.00						184.00
	4/20	4/21	Morocco		100.00						100.00

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON ARMED SERVICES, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009—Continued

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Thomas Hawley	4/15	4/16	Burkina Faso		77.00						77.00
	4/16	4/16	Rwanda								
	4/16	4/17	Congo		74.00						74.00
	4/17	4/17	Rwanda								
	4/17	4/18	Kenya		108.00						108.00
	4/18	4/18	Yemen								
	4/18	4/20	Egypt		184.00						184.00
	4/20	4/21	Morocco		100.00						100.00
Delegation expenses	4/15	4/16	Burkina Faso		4,464.89						4,464.89
	4/18	4/20	Egypt		4,997.00						4,997.00
Visit to Canada, April 30–May 1, 2009:											
Michael Casey	4/30	5/1	Canada		268.73						268.73
Commercial airfare							972.18				972.18
Douglas Bush	4/30	5/1	Canada		268.73						268.73
Commercial airfare							972.18				972.18
Visit to Cuba, May 1, 2009:											
Hon. Patrick Murphy	5/1	5/1	Cuba								
Visit to Honduras, May 4–5, 2009:											
Lorry Fenner	5/5	5/5	Honduras		41.00						41.00
Thomas Hawley	5/5	5/5	Honduras		41.00						41.00
Suzanne McKenna	5/5	5/5	Honduras		41.00						41.00
Visit to Georgia, Afghanistan, The Czech Republic, May 7–12, 2009:											
Hon. Susan Davis	5/8	5/9	Georgia		148.00						148.00
	5/9	5/10	Afghanistan		28.00						28.00
	5/11	5/12	Czech Republic		186.00						186.00
Hon. Carol Shea-Porter	5/8	5/9	Georgia		148.00						148.00
	5/9	5/10	Afghanistan		28.00						28.00
	5/11	5/12	Czech Republic		186.00						186.00
Debra Wada	5/8	5/9	Georgia		148.00						148.00
	5/9	5/10	Afghanistan		28.00						28.00
	5/11	5/12	Czech Republic		186.00						186.00
Delegation expenses	5/8	5/9	Georgia		4,821.91						4,821.91
Visit to Kuwait, Iraq, Afghanistan, Bahrain, United Arab Emirates, May 23–30, 2009:											
Hon. James Langevin	5/25	5/26	Kuwait		497.47						497.47
	5/26	5/27	Iraq								
	5/27	5/29	Bahrain		892.50						892.50
	5/29	5/30	Afghanistan		78.00						78.00
	5/30	6/1	United Arab Emirates		639.49						639.49
Commercial airfare							8.122.12				8,122.12
Hon. Thomas Rooney	5/25	5/26	Kuwait		497.47						497.47
	5/26	5/27	Iraq								
	5/27	5/29	Bahrain		892.50						892.50
	5/29	5/30	Afghanistan		78.00						78.00
	5/30	6/1	United Arab Emirates		639.49						639.49
Commercial airfare							8.122.12				8,122.12
Hon. Mike Coffman	5/25	5/26	Kuwait		497.47						497.47
	5/26	5/27	Iraq								
	5/27	5/29	Bahrain		892.50						892.50
	5/29	5/30	Afghanistan		78.00						78.00
	5/30	6/1	United Arab Emirates		639.49						639.49
Commercial airfare							8.122.12				8,122.12
Craig Greene	5/25	5/26	Kuwait		497.47						497.47
	5/26	5/27	Iraq								
	5/27	5/29	Bahrain		892.50						892.50
	5/29	5/30	Afghanistan		78.00						78.00
	5/30	6/1	United Arab Emirates		639.49						639.49
Commercial airfare							8.122.12				8,122.12
Thomas Hawley	5/25	5/26	Kuwait		497.47						497.47
	5/26	5/27	Iraq								
	5/27	5/29	Bahrain		892.50						892.50
	5/29	5/30	Afghanistan		78.00						78.00
	5/30	6/1	United Arab Emirates		639.49						639.49
Commercial airfare							8.122.12				8,122.12
Committee total						46,139.95		100,323.58		20,636.33	167,099.86

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.

HON. IKE SKELTON, Chairman, July 28, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON EDUCATION AND LABOR, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
CODEL—Langevin:									Hotel		
Hon. Gregorio Sablan											
	5/25	5/26	Kuwait		159.00		[3]		340.38		
	5/27	5/29	Bahrain		348.00		[3]		546.76		
	5/29	5/30	Afghanistan		78.00		[3]		15.00		
	5/30	6/1	Dubai-UAE		193.00		[3]				
CODEL—Davis:											
Hon. Judy Biggert											
	5/7	5/8	Tbilisi Georgia		148.00		[3]		240.00		
	5/9	5/10	Afghanistan		78.00		[3]		15.00		
	5/10	5/12	Czech Republic		186.00		[3]		284.00		
CODEL—Lee:											
Hon. Marcia L. Fudge											
	4/3	4/7	Cuba		680.00		[3]		416.66		
CODEL—Carnahan:											
Hon. Mazie Hirono											
	4/3	4/5	Egypt		284.00		[3]		350.00		
	4/5	4/8	Ethiopia		537.00		[3]		3,612.08		
	4/8	4/11	Cyprus		423.00		[3]		393.36		
Committee total					3,114.00				6,213.24		9,327.24

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

HON. GEORGE MILLER, Chairman, July 31, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON ENERGY AND COMMERCE, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Jane Harman	4/4	4/9	Israel		364.00		[3]				
	4/6	4/7	Afghanistan		78.00		[3]				
	4/7	4/9	Pakistan		421.00		[3]				
	4/9	4/10	Turkey		160.00		[3]				1,023.00
Hon. Bobby Rush	4/3	4/7	Cuba		680.00		[3]		416.66		1,096.66
Hon. Donna Christensen	4/6	4/9	Haiti		291.20		[4] 774.00				1,065.20
	4/17	4/19	Trinidad & Tobago		326.00		[4] 663.39		2,191.86		3,108.78
Hon. Mary Bono Mack	4/17	4/19	Trinidad & Tobago		326.00						
	4/19	4/20	St. Vincent		153.00		[4] 306.31				
	4/20	4/21	Trinidad & Tobago		163.00						948.31
Hon. Michael Burgess	4/27	4/30	France		1,512.00		8,850.60		785.00		11,147.60
Hon. Diana DeGette	5/8	5/9	Georgia		148.00		[3]				
	5/9	5/10	Afghanistan		78.00		[3]				
	5/11	5/12	Czech Republic		186.00		[3]				412.00
Hon. Henry Waxman	5/25	5/27	Austria		400.00		4,166.40				4,566.40
Committee total					5,286.20		14,760.70		3,393.52		23,467.95

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.
[4] Military and commercial air transportation.

HON. HENRY A. WAXMAN, Chairman, July 30, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON FOREIGN AFFAIRS, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Gary L. Ackerman	4/14	4/15	Cyprus		424.85		[3]				
	4/15	4/19	India		1,546.86		[3]				
	4/19	4/20	Italy		344.35		[3]				
	5/23	5/27	Israel		1,928.00		[3]		[4] 19,319.84		
	5/27	5/27	Lebanon				[3]		[4] 1,721.64		
	5/27	5/28	Jordan		359.97		[3]		[4] 3,908.05		
Jasmeet Ahuja	4/14	4/15	Cyprus		424.85		[3]				
	4/15	4/19	India		1,419.31		[3]				
	4/19	4/20	Italy		344.35		[3]				
Douglas Anderson	7/1	7/5	Thailand		811.10						
Commercial airfare							8,422.21				
David Beraka	4/3	4/5	Egypt		634.00		[3]				
	4/5	4/8	Ethiopia		2,233.00		[3]				
	4/8	4/11	Cyprus		818.00		[3]				
Paul Berkowitz	4/11	4/17	Ukraine		1,722.00						
	4/17	4/20	Czech Republic		1,356.00						
	4/20	4/21	Austria		574.33						
Commercial airfare							9,460.28				
Hon. Howard L. Berman	4/14	4/15	Cyprus		424.85		[3]				
	4/15	4/19	India		1,546.86		[3]		[4] 22,225.85		
	4/19	4/19	Pakistan						[4] 1,927.19		
	4/19	4/20	Italy		344.35		[3]		[4] 8,690.43		
	6/28	7/1	Russia		1,489.00						
Commercial airfare							8,522.67				
Hon. John Boozman	4/3	4/4	Germany		343.33		[3]				
	4/4	4/6	Qatar		772.51		[3]				
	4/6	4/8	Ethiopia		1,073.53		[3]				
	4/8	4/9	Rwanda		316.00		[3]				
	4/9	4/10	Ghana		307.00		[3]				
Hon. Russ Carnahan	4/3	4/5	Egypt		634.00		[3]		[4] 3,278.00		
	4/5	4/8	Ethiopia		4,134.00		[3]		[4] 6,564.57		
	4/8	4/11	Cyprus		818.00		[3]				
	4/9	4/9	Lebanon						[4] 2,318.50		
Douglas Campbell	4/14	4/15	Cyprus		344.35		[3]				
	4/15	4/19	India		1,419.31		[3]				
	4/19	4/20	Italy		424.85		[3]				
	6/28	7/1	Russia		1,489.00						
Commercial airfare							7,469.80				
Joan Condo	4/6	4/11	Zimbabwe		1,456.00						
Commercial airfare							10,559.18				
Hon. Jim Costa	4/16	4/19	India		1,134.42		[3]				
	4/19	4/20	Italy		344.35		[3]				
Commercial airfare	4/15	4/16					5,615.63				
Theodros Dagne	4/10	4/10	France		291.41						
	4/11	4/13	Djibouti		622.00						
	4/13	4/14	Kenya		373.00						
Commercial airfare							9,358.46				
	5/26	5/29	South Africa		1,108.84						
	5/29	5/31	Zimbabwe		926.00						
Commercial airfare							8,822.72				
Hon. Bill Delahunt	4/19	4/21	Colombia		600.00				[4] 4,271.00		
Commercial airfare							2,181.00				
	6/1	6/2	Honduras		539.50						
Commercial airfare							1,933.20				
	6/28	7/1	Russia		1,489.00						
Commercial airfare							7,278.20				
	6/20	6/21	Bermuda		703.20						
Commercial airfare							1,682.45				
Howard Diamond	5/23	5/27	Israel		1,928.00		[3]				
	5/27	5/28	Jordan		359.97		[3]				
Hon. Eliot L. Engel	4/17	4/19	Trinidad & Tobago		1,201.00		[3]				
	4/19	4/20	St. Vincent & The Grenadines		402.00		294.81		[4] 7,488.93		
	4/20	4/21	Trinidad & Tobago		401.59		[3]		[1] 28,990.04		
	6/1	6/2	Honduras		539.50		[3]				
Commercial airfare							2,070.00				
	5/23	5/27	Israel		1,928.00						
	5/27	5/28	Jordan		359.97						

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON FOREIGN AFFAIRS, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009—Continued

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Keith Ellison	5/23	5/27	Israel		1,928.00						
	5/27	5/29	Jordan		359.97						
Hon. Eni F.H. Faleomavaega	4/18	4/19	Samoa		316.00						
	4/19	4/20	Fiji		232.00				[4] 98.00		
Commercial airfare							3,695.73				
	5/29	5/30	Samoa		316.00						
	5/30	6/02	Fiji		766.00						
Commercial airfare							3,320.39				
	6/27	6/29	Uzbekistan		568.00						
	6/29	7/02	Kyrgyzstan		1,074.00						
	7/02	7/05	Karzakhstan		1,140.47						
Commercial airfare					11,396.86						
Yevgeny Gurevich	6/28	6/30	Czech Republic				837.84				
Commercial airfare							6,705.05				
Jeremy Haldeman	4/3	4/5	Egypt		634.00		[3]				
	4/5	4/8	Ethiopia		2,233.00		[3]				
	4/8	4/11	Cyprus		818.00		[3]				
Amr Ashour Hamza	4/27	5/2	Liberia		1.290.00						
Commercial airfare							3,590.00				
Pamela Howard-Reguindin	4/27	5/2	Liberia		1,290.00						
Commercial airfare					3,569.00						
Hon. Bob Inglis	4/4	4/6	Syria		701.00						
	4/6	4/7	Israel		461.00						
	4/8	4/10	India		601.30						
	4/10	4/11	Morocco		303.99						
Commercial airfare							16,100.21				
Hon. Sheila Jackson-Lee	4/14	4/15	Cyprus		424.85		[3]				
	4/15	4/19	India		1,523.36		[3]				
	4/19	4/20	Italy		344.35		[3]				
	5/23	5/27	Israel		1,928.00		[3]				
	5/27	5/28	Jordan		359.97		[3]				
Eric Jacobstein	4/17	4/19	Trinidad & Tobago		1,050.00		[3]				
	4/19	4/20	St. Vincent & The Grenadines		398.00		306.31				
	4/20	4/21	Trinidad & Tobago		401.59		[3]				
	6/1	6/2	Honduras		359.00						
Commercial airfare							1,835.70				
Tracy Jacobson	6/19	6/21	Bermuda		1,183.40						
Commercial airfare							791.45				
Jonathan Katz	5/26	5/29	Azerbaijan		1,119.00						
Commercial airfare							11,372.71				
	6/28	6/30	Czech Republic		937.84						
	7/1	7/2	Israel		964.00						
Commercial airfare							7,661.48				
John Kivlan	4/19	4/21	Colombia		600.00						
Commercial airfare							2,248.50				
	6/20	6/21	Bermuda		703.20						
Commercial airfare							1,298.45				
Jessica Lee	6/29	7/2	Vietnam		834.00						
	7/2	7/5	Thailand		654.00				[4] 903.13		
	7/5	7/6	Laos		164.00						
Commercial airfare							12,769.61				
John Lis	4/3	4/5	Egypt		634.00		[3]				
	4/5	4/8	Ethiopia		2,233.00		[3]				
	4/8	4/11	Cyprus		818.00		[3]				
Noelle LuSane	4/10	4/10	France		291.41						
	4/11	4/13	Djibouti		622.00						
	4/13	4/14	Kenya		373.00						
Commercial airfare							16,974.94				
	5/26	5/26	Spain		195.00						
	5/27	5/29	South Africa		736.98						
	5/29	5/31	Zimbabwe		926.00						
Commercial airfare							11,839.75				
Hon. Connie Mack	4/17	4/19	Trinidad & Tobago		1,201.00		[3]				
	4/19	4/20	St. Vincent & The Grenadines		590.55		294.81				
	4/20	4/21	Trinidad & Tobago		401.59		[3]				
Alan Makovksy	5/26	5/30	Azerbaijan		1,119.00						
Commercial airfare							11,402.71				
	6/27	6/30	Yemen		726.00						
	6/30	6/30	Jordan		100.00						
	6/30	7/5	Israel		1,428.00						
Commercial airfare							8,841.22				
James McCormick	4/14	4/15	Cyprus		424.85		[3]				
	4/15	4/19	India		1,419.31		[3]				
	4/19	4/20	Italy		344.35		[3]				
Mary McVeigh	4/3	4/5	Egypt		634.00						
	4/5	4/8	Ethiopia		2,233.00						
	4/8	4/11	Cyprus		818.00						
Hon. Gregory W. Meeks	4/15	4/19	Trinidad & Tobago		2,402.20		524.10				
	4/19	4/20	St. Vincent & The Grenadines		398.00		306.31				
	4/20	4/21	Trinidad & Tobago		401.59		[3]				
Richard Mereu	6/28	6/30	Czech Republic		937.84						
Commercial airfare							6,830.42				
Hon. Brad Miller	6/28	7/1	Russia		1,489.00						
Commercial airfare							7,469.80				
Hon. Donald M. Payne	4/10	4/10	France		291.41						
	4/11	4/13	Djibouti		622.00				[4] 1,574.00		
	4/13	4/14	Kenya		373.00				[4] 116.87		
Commercial airfare							15,231.12				
	4/17	4/19	Trinidad & Tobago		1,201.00		[3]				
Commercial airfare							1,062.30				
	5/26	5/26	Spain		195.00				[4] 1,000.00		
	5/27	5/29	South Africa		781.38				[4] 1,672.60		
	5/29	5/31	Zimbabwe		926.00						
Commercial airfare											
Hon. Ted Poe	5/28	5/29	Ukraine		435.93				[4] 267.81		
	5/29	5/30	Hungary		286.24						
	5/30	6/1	Bulgaria		642.37						
Commercial airfare							12,004.36				
Amy Porter	4/14	4/15	Cyprus		424.85		[3]				
	4/15	4/19	India		1,419.31		[3]				
	4/19	4/20	Italy		344.35		[3]				
Peter Quilter	4/17	4/19	Trinidad & Tobago		1,050.00		[3]				
Commercial airfare							883.00				
Pearl Ricci	4/14	4/15	Cyprus		424.85		[3]				
	4/15	4/19	India		1,419.31		[3]				

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON FOREIGN AFFAIRS, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009—Continued

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
	4/19	4/20	Italy		344.35		[3]				
Joshua Rogin	5/8	5/11	Israel		1,383.00						
Commercial airfare							7,168.92				
	6/28	6/30	Czech Republic				937.84				
	7/1	7/2	Israel				964.00				
Commercial airfare							7,661.48				
Hon. Dana Rohrabacher	4/13	4/17	Ukraine		1,148.00						
	4/17	4/20	Czech Republic		1,398.00						
	4/20	4/21	Austria		574.33				[4] 288.64		
Commercial airfare							9,232.82				
	6/28	7/1	Russia		1,489.00						
Commercial airfare							8,522.67				
Hon. Edward R. Royce	4/14	4/15	Cyprus		424.85		[3]				
	4/15	4/19	India		1,546.86		[3]				
	4/19	4/20	Italy		344.35		[3]				
Deanne Samuels	4/17	4/21	Trinidad & Tobago		1,853.18		[3]				
Julie Schoenthaler	4/17	4/19	Trinidad & Tobago		1,050.00		[3]				
	4/19	4/20	St. Vincent & The Grenadines		398.00		276.31				
	4/20	4/21	Trinidad & Tobago		401.59		[3]				
Hon. David Scott	4/15	4/16	Burkina Faso		197.14		[3]				
	4/16	4/17	DRC		174.00		[3]				
	4/17	4/18	Kenya		332.97		[3]				
	4/18	4/20	Egypt		534.00		[3]				
	4/20	4/21	Morocco		320.18		[3]				
	6/28	7/1	Russia		1,489.00		[3]				
Commercial airfare							8,308.80				
Thomas Sheehy	4/14	4/15	Cyprus		424.85		[3]				
	4/15	4/19	India		1,419.31		[3]				
	4/19	4/20	Italy		344.35		[3]				
Daniel Silverberg	6/29	7/2	Vietnam		764.00		[3]				
	7/2	7/2	Cambodia		61.00						
Commercial airfare									[4] 12,486.60		
Hon. Sires Albio	6/28	7/1	Russia		1,489.00						
Commercial airfare							7,304.90				
Amanda Sloat	6/28	7/1	Russia		1,489.00						
Commercial airfare							8,786.80				
Gene Smith	4/14	4/15	Cyprus		424.85		[3]				
	4/15	4/19	India		1,419.31		[3]				
	4/19	4/20	Italy		344.35		[3]				
Cliff Stammerman	4/17	4/19	Trinidad & Tobago		1,050.00		[3]				
	4/19	4/21	Colombia		600.00						
Commercial airfare							2,543.01				
	4/17	4/19	Trinidad & Tobago		1,050.00		[3]				
Jason Steinbaum	4/19	4/20	St. Vincent & The Grenadines		398.00		306.31				
	4/20	4/21	Trinidad & Tobago		401.59		[3]				
	5/31	6/1	El Salvador		237.92						
Commercial airfare	6/1	6/2	Honduras		373.64						
Maureen Taft-Morales	5/8	5/11	Haiti		855.00		[3]				
Robyn Wapner	4/17	4/19	Trinidad & Tobago		1,050.00		[3]				
Commercial airfare							653.00				
Hon. Diane E. Watson	4/3	4/5	Egypt		634.00		[3]				
	4/5	4/8	Ethiopia		4,134.00		[3]				
	4/8	4/11	Cyprus		818.00		[3]				
	5/26	5/31	South Africa		2,557.00				[4] 14,290.85		
Commercial airfare							8,705.19				
Lynne Weil	6/27	6/30	Yemen		372.00						
	6/30	6/30	Jordan		100.00						
	7/1	7/3	Israel		1,014.07						
Commercial airfare							7,937.22				
Clay Wellborn	5/8	5/11	Haiti		855.00		[3]				
Hon. Robert Wexler	5/8	5/11	Israel		1,383.00				[4] 8,736.32		
Commercial airfare							7,168.92				
	6/29	6/30	Czech Republic				654.92				
	7/1	7/3	Israel				1,446.00				
Commercial airfare							8,012.35				
Lisa Williams	6/27	6/29	Uzbekistan		568.00						
	6/29	7/5	Kazakhstan		2,300.24						
							10,803.73				
Shanna Winters	5/25	5/25	Bahamas		150.00						
	5/26	5/27	Argentina		334.00						
Commercial airfare							5,080.20				
	6/29	7/2	Vietnam		834.00						
Commercial airfare							12,559.20				
Matthew Zweig	6/27	6/30	Yemen		626.00		12,559.20				
Commercial airfare							9,025.62				
Committee total					172,487.76		383,929.09		152,098.86		708,875.71

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.
[4] Indicates delegation costs.

HON. HOWARD L. BERMAN, Chairman, July 30, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON HOMELAND SECURITY, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Yevette Clark	4/15	4/19	Trinidad		1,201.10		[3]				1,201.10
	4/19	4/20	Grenadines		398.00		294.81				692.81
	4/20	4/20	Trinidad		401.59		[3]				401.59
Hon. Chris Carney	4/4	4/5	Israel		466.00		[3]				466.00
	4/6	4/8	Pakistan		678.00		[3]				678.00
	4/9	4/10	Turkey		767.00		[3]				767.00
Hon. Bennie G. Thompson	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Hon. Laura Richardson	5/27	5/28	Brazil		148.00		[3]				148.00

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON HOMELAND SECURITY, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009—Continued

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Hon. Henry Cuellar	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Hon. Christopher Carney	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Hon. Jane. Harman	5/28	5/28	Brazil		148.00		4,360.10				4,508.10
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Hon. Yvette Clarke	5/29	5/30	Argentina		687.46		3,417.10				4,104.56
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
L. Lanier Avant	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Cory Horton	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Rosaline Cohen	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Michael Stroud	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Alison Rosso Northrop	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Michael Beland	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Stephen Vina	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Patricia Zavala	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Karis Gutter	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Angela Rye	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Denise Krepp	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Marisela Salayandia	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Carla Zamudio-Dolan	5/27	5/30	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Adam Comis	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Robert O'Connor	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
Deron McElroy	5/27	5/28	Brazil		148.00		[3]				148.00
	5/28	5/30	Argentina		687.46		[3]				687.46
	5/30	5/31	Peru		128.00		[3]				128.00
	5/31	6/1	Panama		146.00		[3]				146.00
	5/28	5/30	Argentina				[3] 1,184.99				1,184.99
Misc Expenses (Argentina):											
Control Room (Argentina)									1,174.37		1,174.37
Internet Access @ Hotel									486.22		486.22
Interpreter Services									399.01		399.01
Cell Phones (Estimated)									270.00		270.00
Extra Class thru Cell phone									500.00		500.00
Network Adapter									487.91		497.91
Taxis (Estimated)									100.00		100.00
Overtime AM Employees (Estimated)									486.30		486.30
Overtime Les (Estimated)									1,545.37		1,545.37
Water (Estimated)									10.00		10.00
Committee total					23,424.66		8,962.19		5,459.18		37,846.03

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

HON. BENNIE G. THOMPSON, Chairman, July 29, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON HOUSE ADMINISTRATION, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Thomas Hicks	5/24	5/26	Denmark		814.00		113.00				927.00
	5/26	5/28	Sweden		734.00						734.00
	5/28	5/30	Germany		838.00						838.00
	5/30	6/1	United Kingdom		1,314.00						1,314.00
Commercial airfare							9,325.00				9,325.00
Teri Morgan	5/24	5/26	Denmark		814.00		113.00				927.00
	5/26	5/28	Sweden		734.00						734.00
	5/28	5/30	Germany		838.00						838.00
	5/30	6/1	United Kingdom		1,314.00						1,314.00
Commercial airfare							9,325.00				9,325.00
Janelle Hu	5/24	5/26	Denmark		814.00		113.00				927.00
	5/26	5/28	Sweden		734.00						734.00
	5/28	5/30	Germany		838.00						838.00
	5/30	6/1	United Kingdom		1,314.00						1,314.00
Commercial airfare							9,325.00				9,325.00
Jennifer Daehn	5/24	5/26	Denmark		814.00		113.00				927.00
	5/26	5/28	Sweden		734.00						734.00
	5/28	5/30	Germany		838.00						838.00
	5/30	6/1	Great Britain		1,314.00						1,314.00
Commercial airfare							9,325.00				9,325.00
Peter Schalestock	5/24	5/26	Denmark		814.00		113.00				927.00
	5/26	5/28	Sweden		734.00						734.00
	5/28	5/30	Germany		838.00						838.00
	5/30	6/1	Great Britain		1,314.00						1,314.00
Commercial airfare							9,325.00				9,325.00
Karen Moore	5/24	5/26	Denmark		814.00		113.00				927.00
	5/26	5/28	Sweden		734.00						734.00
	5/28	5/30	Germany		838.00						838.00
	5/30	6/1	Great Britain		1,314.00						1,314.00
Commercial airfare							9,325.00				9,325.00
Committee total											78,828.00

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.

HON. ROBERT A. BRADY, Chairman, Aug. 9, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON THE JUDICIARY, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Daniel Lungren	4/13	4/15	Cyprus		424.85						424.85
	4/15	4/19	India		1,513.32						1,513.32
	4/19	4/21	Italy		344.35						344.35
Hon. John Conyers, Jr.	4/6	4/7	Haiti		168.00						168.00
	4/7	4/9	Bahamas		515.00						515.00
Hon. Lamar Smith	4/6	4/7	Haiti		168.00						168.00
	4/7	4/9	Bahamas		515.00						515.00
Hon. Anthony Weiner	4/6	4/7	Haiti		168.00		723.50				891.50
Keenan Keller	4/5	4/7	Haiti		336.00		866.10				1,202.10
	4/7	4/9	Bahamas		515.00						515.00
Cynthia Martin	4/6	4/7	Haiti		168.00						168.00
	4/7	4/9	Bahamas		515.00						515.00
Allison Halataei	4/6	4/7	Haiti		168.00						168.00
	4/7	4/9	Bahamas		515.00						515.00
Sean McLaughlin	4/6	4/7	Haiti		168.00		1,345.00				1,513.00
	4/7	4/9	Bahamas		515.00						515.00
Hon. Pedro Pierluisi	4/17	4/19	Trinidad		326.00		342.46				668.46
Keenan Keller	5/3	5/6	Austria		400.00		6,083.36				6,483.36
Committee total					1,409.00		7,770.82				7,770.82

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.

HON. JOHN CONYERS, Jr., Chairman, Aug. 1, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON NATURAL RESOURCES, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Jason Chaffetz	4/5	4/6	Kuwait		453.86		8,357.74				8,811.60
	4/6	4/7	Baghdad				[3]				
	4/7	4/8	Kuwait		453.86		[4]				453.86
	4/8	4/9	United Arab Emirates		448.85		[3]				448.85
	4/9	4/10	Afghanistan		43.00		[3]				43.00
	4/10	4/11	United Arab Emirates		235.57		[4]				235.57
Brian Modeste	4/11	4/13	Marshall Islands		600.00		5,064.85				5,664.85
Julia Hathaway	6/21	6/27	Portugal		1,320.00		7,093.97				8,413.97
David Wahley	6/21	6/27	Portugal		1,120.00		7,400.35				8,520.35
Casey Hammond	6/21	7/1	Spain		3,262.36		5,440.90		750.00		9,453.26
Committee total					7,937.50		33,357.81		750.00		42,045.31

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.
[4] Commercial airfare included above.

HON. NICK RAHALL, Chairman, July 31, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON OVERSIGHT AND GOVERNMENT REFORM, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN JAN. 1 AND MAR. 31, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Andrew Su	2/27	2/27	Kuwait				[3]				
	2/27	2/28	Iraq				[3]				
	3/1	3/2	Afghanistan		25.00		[3]				25.00
	3/2	3/3	Hungary		229.43		[3]				229.43
John Arlington	2/27	2/27	Kuwait				[3]				
	2/27	2/28	Iraq				[3]				
	3/1	3/2	Afghanistan		25.00		[3]				25.00
	3/2	3/3	Hungary		229.43		[3]				229.43
John Cuaderes	2/27	2/27	Kuwait				[3]				
	2/27	2/28	Iraq				[3]				
	3/1	3/2	Afghanistan		25.00		[3]				25.00
	3/2	3/3	Hungary		229.43		[3]				229.43
Steve Driehaus	2/27	2/27	Kuwait				[3]				
	2/27	2/28	Iraq				[3]				
	3/1	3/2	Afghanistan		25.00		[3]				25.00
	3/2	3/3	Hungary		229.43		[3]				229.43
Gerald Connolly	2/27	2/27	Kuwait				[3]				
	2/27	2/28	Iraq				[3]				
	3/1	3/2	Afghanistan		25.00		[3]				25.00
	3/2	3/3	Hungary		229.43		[3]				229.43
Todd Russell Platts	2/27	2/27	Kuwait				[3]				
	2/27	2/28	Iraq				[3]				
	3/1	3/2	Afghanistan		25.00		[3]				25.00
	3/2	3/3	Hungary		229.43		[3]				229.43
Stephen Lynch	2/27	2/27	Kuwait				[3]				
	2/27	2/28	Iraq				[3]				
	3/1	3/2	Afghanistan		25.00		[3]				25.00
	3/2	3/3	Hungary		229.43		[3]				229.43
Afghanistan—other support costs							[3]		135.00		
Thomas Alexander	1/29	1/30	Kuwait		166.00		[3]				166
	1/30	1/31	Qatar		164.00		[3]				164
	1/31	2/2	Afghanistan		150.00		[3]				150
	2/2	2/2	Pakistan				[3]				
	2/2	2/3	Hungary		131.00		[3]				131
Kevin McDermott	1/29	1/30	Kuwait		166.00		[3]				166
	1/30	1/31	Qatar		164.00		[3]				164
	1/31	2/2	Afghanistan		150.00		[3]				150
	2/2	2/2	Pakistan				[3]				
	2/2	2/3	Hungary		131.00		[3]				131
Andrew Wright	1/29	1/30	Kuwait		166.00		[3]				166
	1/30	1/31	Qatar		164.00		[3]				164
	1/31	2/2	Afghanistan		150.00		[3]				150
	2/2	2/2	Pakistan				[3]				
	2/2	2/3	Hungary		131.00		[3]				131
Christopher Van Hollen	1/29	1/30	Kuwait		166.00		[3]				166
	1/30	1/31	Qatar		164.00		[3]				164
	1/31	2/2	Afghanistan		150.00		[3]				150
	2/2	2/2	Pakistan				[3]				
	2/2	2/3	Hungary		131.00		[3]				131
Christopher Murphy	1/29	1/30	Kuwait		166.00		[3]				166.00
	1/30	1/31	Qatar		164.00		[3]				164.00
	1/31	2/2	Afghanistan		150.00		[3]				150.00
	2/2	2/2	Pakistan				[3]				
	2/2	2/3	Hungary		131.00		[3]				131.00
Dave Turk	1/29	1/30	Kuwait		166.00		[3]				166.00
	1/30	1/31	Qatar		164.00		[3]				164.00
	1/31	2/2	Afghanistan		150.00		[3]				150.00
	2/2	2/2	Pakistan				[3]				
	2/2	2/3	Hungary		131.00		[3]				131.00
John Tierney	1/29	1/30	Kuwait		166.00		[3]				166.00
	1/30	1/31	Qatar		164.00		[3]				164.00
	1/31	2/2	Afghanistan		150.00		[3]				150.00
	2/2	2/2	Pakistan				[3]				
	2/2	2/3	Hungary		131.00		[3]				131.00
Pakistan—other support costs							[3]		263.88		263.88
Qatar—other support costs							[3]		1,212.14		1,212.14
Kabul—other support costs							[3]		696.42		696.42
Darrell Issa	3/20	3/22	Belgium		1,493.77						1,493.77
Kurt Bardella	3/20	3/22	Belgium		1,373.14						1,373.14
Committee total					8,924.92				2,307.44		11,232.36

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

HON. EDOLPHUS TOWNS, Chairman, July 30, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON OVERSIGHT AND GOVERNMENT REFORM, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
CODEL was reported in wrong quarter											
Bruce Fernandez	4/4	4/6	Syria		702.00		13,577.21				14,279.21
	4/6	4/7	Israel		461.00						461.00
	4/8	4/10	India		1,073.38						1,073.38
	4/10	4/11	Morocco		301.13						301.13
Brien Beattie	4/4	4/6	Syria		702.00		13,577.21				14,279.21
	4/6	4/7	Israel		461.00						461.00
	4/8	4/10	India		1,073.38						1,073.13
	4/10	4/11	Morocco		301.13						301.13
Leah Perry	4/4	4/6	Syria		702.00		13,577.21				14,279.21
	4/6	4/7	Israel		461.00						461.00
	4/8	4/10	India		1,073.38						1,073.38
	4/10	4/11	Morocco		301.13						301.13
Hon. Stephen Lynch	4/4	4/6	Syria		702.00		14,220.26				14,922.26
	4/6	4/7	Israel		461.00						461.00
	4/8	4/10	India		1,073.38						1,073.38

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON OVERSIGHT AND GOVERNMENT REFORM, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009—Continued

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
	4/10	4/11	Morocco		301.13						301.13
Other Delegation expenses Morocco									2,308.24		2,308.24
Other Delegation expenses Israel									3,008.55		3,008.55
Other Delegation expenses India									7,977.46		7,977.46
Dorinda White	5/26	5/30	South Africa		2,557.00		8,902.19				11,459.19
Committee total					12,707.04		63,854.08		13,294.25		89,855.37

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.

HON. EDOLPHUS TOWNS, Chairman, July 30, 2009.

(AMENDED) REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON SCIENCE AND TECHNOLOGY, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN JAN. 1 AND MAR. 31, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Brian Baird	1/29	2/1	Switzerland		2,104.70		[3]		3,917.00		6,021.70
Committee total					2,104.70				3,917.00		6,021.70

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

Hon. BART GORDON, Chairman, July 31, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON SCIENCE AND TECHNOLOGY, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Parker Griffith	4/6	4/8	Israel		976.50		[3]		1,185.00		2,161.50
	4/8	4/10	Egypt		746.00		[3]		443.00		1,189.00
	4/10	4/11	Scotland		279.00		[3]				279.00
Hon. Brian Baird	5/15	5/18	Jordan		1716.00		7,372.50		2,172.54		11,261.04

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN AND (CONTINUED TO BE DELETED WHEN COMBINED)

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Bart Gordon	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Hon. Eddie Bernice Johnson	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Hon. Brad Miller	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Hon. Lincoln Davis	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Hon. Roscoe Bartlett	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Hon. Todd Akin	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Hon. Brian Bilbray	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Chuck Atkins	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Louis Finkel	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Leigh Ann Brown	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Leslee Gilbert	6/20	6/23	France		2,614.00		[3]		2,577.00		5,191.00
Committee total					32,471.50		7,372.50		32,147.54		71,991.54

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

Hon. BART GORDON, Chairman, July 31, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Bill Shuster	6/6	6/7	Kuwait		945.00		8,073.59				9,018.59
	6/7	6/7	Iraq				[3]				
Hon. Charles Dent	6/6	6/7	Kuwait		945.00		8,073.59				9,018.59
	6/7	6/7	Iraq				[3]				
Hon. Brett Guthrie	6/15	6/15	Cuba		18.00		[3]				18.00
Hon. Laura Richardson	4/2	4/8	Cuba		875.00		[3]				875.00
Hon. Donna Edwards	5/8	5/9	Georgia		148.00		[3]				148.00
	5/9	5/10	Afghanistan		78.00		[3]				78.00
	5/11	5/12	Czech Republic		236.00		[3]				236.00
Hon. Eddie Bernice Johnson	4/4	4/6	Bahrain		892.00		[3]				892.00
	4/6	4/8	UAE		1,418.00		[3]				1,418.00

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009—Continued

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Hon. Henry Brown	4/4	4/6	Bahrain		892.00		([3])				892.00
	4/6	4/8	UAE		1,418.00		([3])				1,418.00
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Hon. Corrine Brown	4/4	4/6	Bahrain		892.00		([3])				892.00
	4/6	4/8	UAE		1,418.00		([3])				1,418.00
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Hon. Candice Miller	4/4	4/6	Bahrain		892.00		([3])				892.00
	4/6	4/8	UAE		1,418.00		([3])				1,418.00
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Hon. Donna Edwards	4/4	4/6	Bahrain		892.00		([3])				892.00
	4/6	4/8	UAE		1,418.00		([3])				1,418.00
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Jimmy Miller	4/4	4/6	Bahrain		892.00		([3])				892.00
	4/6	4/8	UAE		1,418.00		([3])				1,418.00
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Helena Zyblikewycz	4/4	4/6	Bahrain		892.00		([3])				892.00
	4/6	4/8	UAE		1,418.00		([3])				1,418.00
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Jim Coon	4/4	4/6	Bahrain		892.00		([3])				892.00
	4/6	4/8	UAE		1,418.00		([3])				1,418.00
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Jim Tymon	4/4	4/6	Bahrain		892.00		([3])				892.00
	4/6	4/8	UAE		1,418.00		([3])				1,418.00
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Ted Illston	4/4	4/6	Bahrain		892.00		([3])				892.00
	4/6	4/8	UAE		1,418.00		([3])				1,418.00
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Rod Hall	4/4	4/6	Bahrain		892.00		([3])				892.00
	4/6	4/8	UAE		1,418.00		([3])				1,418.00
	4/8	4/10	Italy, Florence		1,122.00		([3])				1,122.00
	4/10	4/13	Italy, Rome		1,842.00		([3])				1,842.00
Committee total					61,259.00		16,147.18				77,406.18

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

HON. JAMES L. OBERSTAR, Chairman, July 31, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON VETERANS' AFFAIRS, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. John Hall	4/4	4/11	Kuwait		218.00						218.00
	4/9	4/10	Kabul		28.00						28.00
Hon. Michael Michaud	4/13	4/17	Ramstein		333.00						333.00
Hon. Glenn Nye	4/13	4/17	Ramstein		333.00						333.00
Hon. David Roe	4/13	4/17	Ramstein		333.00						333.00
Hon. Thomas Perriello	4/13	4/17	Ramstein		333.00						333.00
Hon. Deborah Halvorson	4/13	4/17	Ramstein		333.00						333.00
Cathy Wiblemo	4/13	4/17	Ramstein		333.00						333.00
Dolores Dunn	4/13	4/17	Ramstein		333.00						333.00
Hon. Michael Michaud	4/13	4/17	Kuwait		159.00						159.00
Hon. Cathy Wiblemo	4/13	4/17	Kuwait		159.00						159.00
Dolores Dunn	4/13	4/17	Kuwait		159.00						159.00
Hon. Glenn Nye	4/13	4/17	Kuwait		159.00						159.00
Hon. Thomas Perriello	4/13	4/17	Kuwait		159.00						159.00
Hon. Deborah Halvorson	4/13	4/17	Kuwait		159.00						159.00
Hon. David Roe	4/13	4/17	Kuwait		159.00						159.00
Committee total											3,690.00

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.

HON. BOB FILNER, Chairman, Aug. 3, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON WAYS AND MEANS, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Jim McDermott	4/3	4/5	Egypt		218.00						218.00
	4/5	4/8	Ethiopia		537.00						537.00
	4/8	4/10	Cyprus		715.00						715.00
	4/9		Lebanon								
Hon. Sander Levin	4/12	4/17	Columbia		2,393.72		4,292.79		9,367.00		16,053.51
	4/17	4/19	Trinidad and Tobago		3,929.38				4,132.59		8,061.97
	4/19	4/21	Panama		734.00						734.00
Hon. Kevin Brady	4/17	4/20	Trinidad and Tobago		4,479.80		1,233.01				5,712.81
Alexander Perkins	4/12	4/17	Columbia		2,393.72		3,399.89				5,793.61
	4/17	4/20	Trinidad and Tobago		4,896.87						4,896.87
Jason Kearns	4/16	4/20	Mexico		350.00		1,579.10				1,929.20
	4/17	4/20	Trinidad and Tobago		5,032.69		1,816.51				6,845.20

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON WAYS AND MEANS, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009—Continued

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Angela Ellard	4/16	4/20	Trinidad and Tobago		4,942.80		1,831.51				6,774.31
Jennifer McCadney	4/19	4/22	Panama		734.00		2,163.70		250.00		3,147.70
Committee total					31,356.98		16,316.51		13,749.59		61,423.08

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.

HON. CHARLES B. RANGEL, Chairman, Aug. 3, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, PERMANENT SELECT COMMITTEE ON INTELLIGENCE, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. John Kline	4/3	4/4	Middle East		364.00		(3)				
	4/4	4/6	Middle East		295.00		(3)				
	4/6	4/9	Middle East		204.00		(3)				
	4/9	4/11	Middle East		165.00		(3)				
									(3)		1,028.00
Hon. Jeff Miller	4/3	4/5	Middle East		890.00						
	4/5	4/7	Middle East		242.00						
	4/7	4/9	Middle East		534.00						
	4/9	4/10	Europe		325.00						
Commercial airfare							11,858.83				13,849.83
Hon. Michael Conaway	4/3	4/5	Middle East		890.00						
	4/5	4/7	Middle East		242.00						
	4/7	4/9	Middle East		534.00						
	4/9	4/10	Europe		325.00						
Commercial airfare							11,381.21				13,372.21
James Lewis, Professional Staff	4/3	4/5	Middle East		890.00						
	4/5	4/7	Middle East		242.00						
	4/7	4/9	Middle East		534.00						
	4/9	4/10	Europe		325.00						
Commercial airfare							9,935.45				11,926.45
Stacey Dixon	4/3	4/5	Middle East		890.00						
	4/5	4/7	Middle East		242.00						
	4/7	4/9	Middle East		534.00						
	4/9	4/10	Europe		325.00						
Commercial airfare							11,062.45				13,053.45
Hon. Mike Rogers	4/5	4/7	Europe		147.00						
			Europe		404.00						
Commercial Aircraft							10,721.41				11,272.41
Hon. Silvestre Reyes	4/12	4/15	Middle East		252.00						
	4/15	4/18	Middle East		78.00						
Commercial airfare							15,788.45				16,118.45
Hon. Mike Thompson	4/12	4/15	Middle East		252.00						
	4/15	4/18	Middle East		78.00						
Commercial airfare							16,750.76				17,080.76
Michael Delaney	4/12	4/15	Middle East		252.00						
	4/15	4/18	Middle East		78.00						
Commercial airfare							16,065.45				16,395.45
Mark Young	4/12	4/15	Middle East		252.00						
	4/15	4/18	Middle East		78.00						
Commercial airfare							14,671.70				15,001.70
Hon. Mac Thornberry	4/14	4/17	Asia		1,050.00						
	4/17	4/19	Asia		790.14						
Commercial airfare							9,481.51				11,321.65
George Pappas	4/14	4/17	Asia		1,050.00						
	4/17	4/19	Asia		790.14						
Commercial airfare							9,481.51				11,321.65
Diane La Voy	4/14	4/17	Asia		1,050.00						
	4/17	4/19	Asia		790.14						
Commercial airfare							9,481.51				11,321.65
Mieke Eoyang	4/14	4/15	Africa		77.00		(3)				
	4/15	4/16	Africa		74.00		(3)				
	4/16	4/17	Africa		108.00		(3)				
	4/17	4/19	Africa		184.00		(3)				
	4/19	4/20	Africa		100.00		(3)				
											543.00
Hon. John Kline	5/22	5/24	Europe		355.00		(3)				
	5/24	5/26	Europe		272.00		(3)				
	5/26	5/28	Africa		148.00		(3)				
	5/28	5/30	Africa		564.00		(3)				1,339.00
Hon. Mike Rogers	5/23	5/28	Middle East		112.00						
Commercial airfare							4,251.02				4,363.02
George Pappas	5/23	5/28	Middle East		112.00						
Commercial airfare							4,075.02				4,187.02
Laurence Hanauer	5/23	5/25	Middle East		352.00						
	5/26	5/27	Middle East		301.00						
	5/28	5/30	Africa		304.00						
Commercial airfare							10,540.88				11,497.88
Linda Cohen	5/23	5/25	Middle East		352.00						
	5/26	5/27	Middle East		301.00						
	5/28	5/30	Africa		304.00						
Commercial airfare							11,219.00				12,176.88
Adam Lurie	5/23	5/25	Middle East		352.00						
	5/26	5/27	Middle East		301.00						
	5/28	5/30	Africa		304.00						
Commercial airfare							10,570.88				11,527.88
Joshua Kirshner	5/25	5/27	South America		820.00						
	5/27	5/28	South America		304.00						
	5/28	5/30	South America		630.00						
Commercial airfare							4,060.70				5,814.70
Miguel Diaz	5/25	5/27	South America		820.00						
	5/27	5/28	South America		304.00						
	5/28	5/30	South America		603.00						
Commercial airfare							4,060.70				5,814.70
Jay Heath	5/25	5/27	South America		820.00						
	5/27	5/28	South America		304.00						

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, PERMANENT SELECT COMMITTEE ON INTELLIGENCE, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. AND JUNE 30, 2009—Continued

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
	5/28	5/30	South America		603.00						
Commercial airfare						4,060.70				5,814.70	
Hon. Mike Thompson	6/15	6/15	Latin America				(3)				
Hon. Jan Schakowsky	6/15	6/15	Latin America				(3)				
Iram Ali	6/15	6/15	Latin America				(3)				
Mark Young	6/15	6/15	Latin America				(3)				
Adam Lurie	6/15	6/15	Latin America				(3)				
George Pappas	6/15	6/15	Latin America				(3)				
Hon. Mike Thompson	6/27	6/29	Asia		294.00						
	6/30	7/2	Asia		240.00						
Commercial Airfare							8,717.51				9,251.51
Linda Cohen	6/27	6/29	Asia		294.00						
	6/30	7/2	Asia		240.00						
Commercial Airfare							9,267.51				9,801.51
Jay Heath	6/27	6/29	Asia		294.00						
	6/30	7/2	Asia		240.00						
Commercial Airfare							12,170.51				12,704.51
Joshua Kirshner	6/28	6/30	Europe		984.69						
	7/1	7/3	Europe		669.60						
Commercial Airfare							7,061.76				8,716.05
Adam Lurie	6/28	6/30	Europe		984.69						
	7/1	7/3	Europe		669.60						
Commercial Airfare							7,435.76				9,090.05
Fred Fleitz	6/28	6/30	Europe		984.69						
	7/1	7/3	Europe		669.60						
Commercial Airfare							7,435.76				9,090.05
Hon. Mac Thornberry	6/29	7/2	Europe		1,118.96						
Commercial Airfare							12,473.22				12,592.18
Christopher Donesa	6/29	7/2	Europe		1,341.85						
Commercial Airfare							12,473.22				13,815.07
Committee total											311,202.37

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.
[3] Military air transportation.

HON. SILVESTRE REYES, Chairman, Aug. 3, 2009.

REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMISSION ON SECURITY AND COOPERATION IN EUROPE, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN APR. 1 AND JUNE 30, 2009

Name of Member or employee	Date		Country	Per diem [1]		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]	Foreign currency	U.S. dollar equivalent or U.S. currency [2]
Hon. Alcee L. Hastings	4/14	4/17	Belgium		1,212.00		12,897.85				14,109.85
	4/17	4/18	France		504.00		151.80				655.80
	4/18	4/21	Portugal		1,024.50						1,024.50
	5/25	5/29	Ireland		1,890.34		4,426.03				6,316.37
	6/26	6/28	Albania		676.00		3,751.10				4,427.10
Hon. G.K. Butterfield	4/15	4/17	Belgium		808.00		8,553.47				9,361.47
	4/17	4/18	France		504.00		151.80				655.80
Fred Turner	4/17	4/21	Portugal		1,178.50		6,944.41				8,122.91
Alex Johnson	4/13	4/17	Belgium		1,616.00		7,438.47				9,054.47
	4/17	4/19	France		1,008.00		151.80				1,159.80
	5/26	5/30	Ireland		1,672.73		5,822.51				7,495.24
	6/26	6/28	Albania		676.00		3,751.10				4,427.10
Mischa Thompson	4/13	4/17	Belgium		1,616.00		7,438.47				9,054.47
	4/17	4/19	France		1,008.00		151.80				1,159.80
Shelly Han	5/26	5/29	Ireland		1,417.77		4,426.03				5,843.80
Winsome Packer	6/19	6/21	Portugal		870.50		1,588.00				2,458.50
Janice Helwig	6/25	6/30	Albania		1,690.00		8,058.83				9,748.83
Committee total					19,372.34		75,703.47				95,075.81

[1] Per diem constitutes lodging and meals.
[2] If foreign currency is used, enter U.S. dollar equivalent; if U.S. currency is used, enter amount expended.

HON. ALCEE L. HASTINGS, Chairman, July 28, 2009

EXECUTIVE COMMUNICATIONS, ETC.

Under clause 2 of Rule XXIV, executive communications were taken from the Speaker's table and referred as follows:

3384. A letter from the Acting Farm Bill Coordinator, Department of Agriculture, transmitting the Department's final rule — Wetlands Reserve Program (RIN: 0578-AA47) received August 5, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3385. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — 1,2-ethanediamine, N,N,N',N'-tetramethyl-, polymer with 1,1'-oxybis[2-chloroethane] Exemption from the Requirement of a Tolerance [EPA-HQ-OPP-2004-0285; FRL-8430-6] received August 19, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3386. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — Chlorantraniliprole; Pesticide Tolerances [EPA-HQ-OPP-2008-0770; FRL-8413-6] received August 19, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3387. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — Alkyl Alcohol Alkoxylates; Exemption from the Requirement of Tolerance [EPA-HQ-OPP-2009-0145; FRL-8430-1] received August 4, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3388. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — Approval and Promulgation of Air Quality Implementation Plans; Pennsylvania; Revised Motor Vehicle Emission Budgets for Scranton/Wilkes-Barre 8-Hour Ozone Maintenance Area [EPA-R03-OAR-2009-0311; FRL-8441-6] received August 4, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3389. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — Bacillus thuringiensis Cry1A.105 protein; Time Limited Exemption from the Requirement of a Tolerance; Correction [EPA-HQ-OPP-2009-0101 FRL-8428-7] received August 4, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3390. A letter from the Director, Regulatory Management Division, Environmental

Protection Agency, transmitting the Department's final rule — Polyoxyethylene polyoxypropylene mono(di-sec-butylphenyl) ether; Exemption from the Requirement of a Tolerance [EPA-HQ-OPP-2008-0944; FRL-8429-4] received August 4, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3391. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — Sodium Alyl Naphthalenesulfonate Exemption from the Requirement of a Tolerance [EPA-HQ-OPP-2009-0099; FRL-8428-6] received 4, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3392. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — Sodium and Ammonium Naphthalenesulfonate Formaldehyde Condensates; Exemption from the Requirement of a Tolerance [EPA-HQ-OPP-2009-0490; FRL-8428-5] received August 4, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3393. A letter from the Deputy Secretary, Department of Defense, transmitting authorization of an officer to wear the authorized insignia of the grade of rear admiral (lower half); to the Committee on Armed Services.

3394. A letter from the Acting General Counsel, Department of Defense, transmitting the Department's request that Congress enact the revisions to policy on Development and Procurement of Unmanned Systems; to the Committee on Armed Services.

3395. A letter from the Acting Assistant Secretary (Acquisition, Logistics and Technology), Department of the Army, transmitting the Department's Annual Status Report on the Disposal of Chemical Weapons and Materiel for FY 2008; to the Committee on Armed Services.

3396. A letter from the Director, Naval Reactors, transmitting copies of the Naval Nuclear Propulsion Program's latest report on environmental monitoring and radiological waste disposal, worker radiation exposure, and occupational safety and health, as well as a report providing an overview of the Program; to the Committee on Armed Services.

3397. A letter from the Executive Vice President Global Government Affairs, Citi Bank, transmitting a report of Citi's Troubled Asset Relief Program (TARP) Progress Report titled ''What Citi is doing to Increase Lending, Help Keep People in their Homes and Help Create Jobs''; to the Committee on Financial Services.

3398. A letter from the Regulatory Specialist, LRAD, Department of the Treasury, transmitting the Department's final rule — Procedures to Enhance the Accuracy and Integrity of Information Furnished to Consumer Reporting Agencies Under Section 312 of the Fair and Accurate Credit Transactions Act [Docket ID OCO-2008-0023] (RIN: 1557-AC89) received August 25, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Financial Services.

3399. A letter from the Chairman and President, Export-Import Bank, transmitting a report on transactions involving U.S. exports to Japan pursuant to Section 2(b)(3) of the Export-Import Bank Act of 1945, as amended; to the Committee on Financial Services.

3400. A letter from the Chairman and President, Export-Import Bank, transmitting a report on transactions involving U.S. exports to Singapore pursuant to Section 2(b)(3) of the Export-Import Bank Act of 1945, as amended; to the Committee on Financial Services.

3401. A letter from the General Counsel, Federal Housing Finance Agency, transmitting the Department's final rule — Affordable Housing Program Amendments: Federal Home Loan Bank Mortgage Refinancing Authority (RIN: 2590-AA04) received August 14, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Financial Services.

3402. A letter from the Chairperson, National Council on Disability, transmitting the Council's report entitled, ''Effective Emergency Management: Making Improvements for Communities and People with Disabilities''; to the Committee on Education and Labor.

3403. A letter from the Department Director, Regulations Policy and Management Staff, Department of Health and Human Services, transmitting the Department's final rule — Dental Devices: Classification of Dental Amalgam, Reclassification of Dental Mercury, Designation of Special Controls for Dental Amalgam, Mercury, and Amalgam Alloy [Docket No.: FDA-2008-N-0163; Formerly Docket No. 2001N-0067] (RIN: 0910-AG21) received September 3, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

3404. A letter from the Program Analyst, Department of Transportation, transmitting the Department's final rule — Requirements and Procedures for Consumer Assistance to Recycle and Save Program [Docket No.: NHTSA-2009-0120] (RIN: 2127-AK54; Notice 1) received August 7, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

3405. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — Certain Chemical Substances; Withdrawl of Significant New Use Rules [EPA-HQ-OPPT-2008-0252; FRL-8433-9] (RIN: 2070-AB27) received August 19, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

3406. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — Outer Continental Shelf Air Regulations, Consistency Update for California [OAR-2004-0091; FRL-8941-3] received August 19, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

3407. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — Amine Salts of Alkyl (C8-C24) Benzenesulfonic Acid (Dimethylamniopropylamine, Isopropylamine, Mono-, Di-, and Triethanolamine); Exemption from the Requirement of a Tolerance (EPA-HQ-OPP-2008-0889; FRL-8430-2] received August 4, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

3408. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Department's final rule — Approval and Promulgation of Air Quality Implementation Plans; Pennsylvania; Revised Motor Vehicle Emission Budgets for the York-Adams Counties 8-hour Ozone Maintenance Area [EPA-R03-OAR-2008-0591; FRL-8941-4] received August 4, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

3409. A letter from the Director, Regulatory Management Agency, Environmental Protection Agency, transmitting the Department's final rule — Colorado: Final Authorization of State Hazardous Waste Management Program Revisions [EPA-R08-RCRA-2009-0341; FRL-8941-1] received August 4, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

3410. A letter from the Program Analyst, OMD-FO, Federal Communications Commission, transmitting the Commission's final rule — Report and Order, In the Matter of Assessment of Regulatory Fees for Fiscal year 2009 [MD Docket No.: 09-65] received September 3, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

3411. A letter from the Chief of Staff, Media Bureau, Federal Communications Commission, transmitting the Department's final rule — Amendment of Service and Eligibility Rules for FM Broadcast Translator Stations [MB Docket No. 07-172; FCC 09-59] received August 25, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

3412. A letter from the Director, Office of Congressional Affairs, Nuclear Regulatory Commission, transmitting the Commission's final rule — Industry Codes and Standards; Amended Requirements [NRC-2008-0663] (RIN:3150-AI53) received August 25, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

3413. A letter from the Assistant Legal Adviser for Treaty Affairs, Department of State, transmitting a report prepared by the Department of State concerning international agreements other than treaties entered into by the United States to be transmitted to the Congress within the sixty-day period specified in the Case-Zablocki Act, pursuant to 1 U.S.C. 112b(b); to the Committee on Foreign Affairs.

3414. A letter from the Assistant Legal Adviser for Treaty Affairs, Department of State, transmitting a report prepared by the Department of State concerning international agreements other than treaties entered into by the United States to be transmitted to the Congress within the sixty-day period specified in the Case-Zablocki Act, pursuant to 1 U.S.C. 112b(b); to the Committee on Foreign Affairs.

3415. A letter from the Acting Assistant Secretary for Export Administration, Department of Commerce, transmitting the Department's final rule — Cuba: Revisions to Gift Parcel and Baggage Restrictions, Creation of License Exception for Donated Consumer Communications Devices and Expansion of Licensing Policy Regarding Telecommunications [Docket No.: 090414648-9652-01] (RIN: 0694-AE60) received September 8, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Foreign Affairs.

3416. A letter from the Assistant Secretary, Department of Defense, transmitting the Department's renotification of the intention to obligate FY 2009 funds under the Cooperative Threat Reduction Program; to the Committee on Foreign Affairs.

3417. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 020-09, certification of a proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3418. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 077-09, certification of a proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act Act; to the Committee on Foreign Affairs.

3419. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 076-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3420. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 083-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3421. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 054-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3422. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 085-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3423. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 082-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3424. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 090-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3425. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 068-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3426. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 065-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3427. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 056-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3428. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 084-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control; to the Committee on Foreign Affairs.

3429. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. RSAT-05-822, Notice of Proposed Transfer of Major Defense Equipment; to the Committee on Foreign Affairs.

3430. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 078-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3431. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 098-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3432. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 080-09, certification of proposed issuance of an export license pursuant to section 36(c) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3433. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting Transmittal No. DDTC 050-09, certification of proposed issuance of an export license pursuant to section 3(d)(5) of the Arms Export Control Act; to the Committee on Foreign Affairs.

3434. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting consistent with the Authorization for Use of Military Force Against Iraq Resolution of 2002 (Pub. L. 107-243), the Authorization for the Use of Force Against Iraq Resolution (Pub. L. 102-1), and in order to keep the Congress fully informed, reports prepared by the Department of State on a weekly basis for the April 15-June 15, 2009 reporting period including matters relating to post-liberation Iraq under Section 7 of the Iraq Liberation Act of 1998 (Pub. L. 105-338); to the Committee on Foreign Affairs.

3435. A letter from the Associate Director, Department of the Treasury, transmitting the Department's final rule — Cuban Assets Control Regulations received September 8, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Foreign Affairs.

3436. A letter from the Associate Director, PP&I, Department of the Treasury, transmitting the Department's final rule — Sudanese Sanctions Regulations received September 8, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Foreign Affairs.

3437. A letter from the Auditor, District of Columbia, transmitting a report entitled, ''Sufficiency Certification for the Washington Convention Center Authority's Projected Revenues and Excess Reserve to Meet Projected Operating and Debt Service Expenditures and Reserve Requirements for Fiscal Year 2010'', pursuant to D.C. Code section 47-117(d); to the Committee on Oversight and Government Reform.

3438. A letter from the Director, Office of Personnel Management, transmitting the Office's annual report on the status of Telework in the Federal Government; to the Committee on Oversight and Government Reform.

3439. A letter from the Deputy Chief, National Forest System, Department of Agriculture, transmitting the Department's report on the exterior boundary of Whitefish Wild and Scenic River Hiawatha National Forest, as entered in the National Wild and Scenic Rivers System pursuant to Pub. L. 102-249, March 3, 1992; to the Committee on Natural Resources.

3440. A letter from the Acting Director, Office of Sustainable Fisheries, NMFS, Department of Commerce, transmitting the Department's final rule — Fisheries of the Caribbean, Gulf of Mexico, and South Atlantic; Snapper-grouper Fishery of the South Atlantic; Closure of the 2009 Golden Tilefish in the South Atlantic [Docket No.: 040205043-4043-01] (RIN:0648-XO54) received August 25, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Natural Resources.

3441. A letter from the Assistant Secretary for Fish and Wildlife and Parks, Department of Interior, transmitting the Department's final rule — 2008-2009 Refuge-Specific Hunting and Sport Fishing Regulations-Modifications, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Natural Resources.

3442. A letter from the Acting Director, Office of Surface Mining, Department of the Interior, transmitting the Department's final rule — Utah Regulatory Program [SATS No. UT-045-FOR; Docket ID No. OSM-2008-0011] received September 1, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Natural Resources.

3443. A letter from the Program Analyst, Department of Transportation, transmitting the Department's final rule — Activation of Ice Protection [Docket No.: FAA-2007-27654; Amendment No. 25-129] (RIN: 2120-AI90) received August 7, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3444. A letter from the Program Analyst, Department of Transportation, transmitting the Department's final rule — Airworthiness Standards; Fire Protection [Docket No.: FAA-2007-28503; Amendment No. 33-29] (RIN: 2120-AJ04) received August 7, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3445. A letter from the Deputy Assistant General Counsel for Regulation and Enforcement, Department of Transportation, transmitting the Department's final rule — Procedures for Transportation Workplace Drug and Alcohol Testing Programs (RIN: 2105-AD89) received August 7, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3446. A letter from the Senior Trial Attorney, Federal Railroad Administration, transmitting the Department's final rule — Track Safety Standards; Continuous Welded Rail (CWR) [Docket No.: FRA-2008-0036] (RIN: 2130-AB90) received September 3, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3447. A letter from the Commissioner, Social Security Administration, transmitting the Administration's request to redesignate the Federal building at 6401 Security Boulevard, in Baltimore, Maryland, known as the ''Operations Building'', as the ''Robert M. Ball Building''; to the Committee on Transportation and Infrastructure.

3448. A letter from the Secretary, Department of Energy, transmitting the Department's report entitled, ''Department of Energy FY 2008 Methane Hydrate Program Report to Congress'', pursuant to Section 968 of the Energy Policy Act of 2005; to the Committee on Science and Technology.

3449. A letter from the Chief, Publications and Regulations Branch, Internal Revenue Service, transmitting the Service's final rule — Update of Weighted Average Interest Rates, Yield Curves, and Segment Rates received August 14, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Ways and Means.

3450. A letter from the Chief, Publications and Regulations Branch, Internal Revenue Service, transmitting the Service's final rule — Changes in accounting period and in methods of accounting received September 3, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Ways and Means.

3451. A letter from the Chief, Publications and Regulations Branch, Internal Revenue Service, transmitting the Department's final rule — Safe Harbor Explanation — Eligible Rollover Distributions received September 9, 2009, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Ways and Means.

3452. A letter from the Acting Assistant Secretary, Legislative Affairs, Department of State, transmitting the 2008 annual report on the operation of the Enterprise for the Americas Initiative and the Tropical Forest Conservation Act; jointly to the Committees on Foreign Affairs and Agriculture.

3453. A letter from the Administrator, Department of Homeland Security, transmitting the Department's report on the Preliminary Damage Assessment information on FEMA-1849-DR for the State of Kansas; jointly to the Committees on Appropriations, Homeland Security, and Transportation and Infrastructure.

3454. A letter from the Administrator, Department of Homeland Security, transmitting the Department's report on the Preliminary Damage Assessment information on FEMA-1850-DR for the State of Illinois; jointly to the Committees on Appropriations, Homeland Security, and Transportation and Infrastructure.

3455. A letter from the Administrator, Department of Homeland Security, transmitting the Department's report on the Preliminary Damage Assessment information on

FEMA-1847-DR for the State of Missouri; jointly to the Committees on Appropriations, Homeland Security, and Transportation and Infrastructure.

3456. A letter from the Administrator, Department of Homeland Security, transmitting the Department's report on the Preliminary Damage Assessment information on FEMA-1848-DR for the State of Kansas; jointly to the Committees on Appropriations, Homeland Security, and Transportation and Infrastructure.

3457. A letter from the Administrator, Department of Homeland Security, transmitting the Department's report on the Preliminary Damage Assessment information on FEMA-1845-DR for the State of Arkansas; jointly to the Committees on Appropriations, Homeland Security, and Transportation and Infrastructure.

3458. A letter from the Administrator, Department of Homeland Security, transmitting the Department's report on the Preliminary Damage Assessment information on FEMA-1843-DR for the State of Alaska; jointly to the Committees on Appropriations, Homeland Security, and Transportation and Infrastructure.

REPORTS OF COMMITTEES ON PUBLIC BILLS AND RESOLUTIONS

Under clause 2 of rule XIII, reports of committees were delivered to the Clerk for printing and reference to the proper calendar, as follows:

Mr. OBERSTAR: Committee on Transportation and Infrastructure. H.R. 2423. A bill to designate the Federal building and United States courthouse located at 1300 victoria Street in Laredo, Texas, as the ''George P. Kazen Federal Building and United States Courthouse'', and to designate the jury room in that Federal building and United States courthouse as the ''Marcel C. Notzon II Jury Room''; with amendments (Rept. 111–257). Referred to the House Calendar.

PUBLIC BILLS AND RESOLUTIONS

Under clause 2 of rule XII, public bills and resolutions of the following titles were introduced and severally referred, as follows:

By Mr. FILNER:

H.R. 3579. A bill to amend title 38, United States Code, to provide for an increase in the amount of the reporting fees payable to educational institutions that enroll veterans receiving educational assistance from the Department of Veterans Affairs, and for other purposes; to the Committee on Veterans' Affairs.

By Mr. KING of Iowa (for himself, Mr. BILBRAY, Mrs. BLACKBURN, Mr. CULBERSON, Mr. ROHRABACHER, Mr. BURTON of Indiana, Mr. PITTS, Mr. GARY G. MILLER of California, Mr. LATTA, Mrs. MYRICK, Mr. BRADY of Texas, Mr. LINDER, Mr. FRANKS of Arizona, Mr. POE of Texas, Ms. FOXX, Mr. GINGREY of Georgia, Mr. BARTLETT, Mr. BROUN of Georgia, Mr. MARCHANT, Mr. WAMP, and Mr. ROYCE):

H.R. 3580. A bill to amend the Internal Revenue Code of 1986 to clarify that wages paid to unauthorized aliens may not be deducted from gross income, and for other purposes; to the Committee on Ways and Means, and in addition to the Committees on the Judiciary, and Education and Labor, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. COBLE (for himself, Mr. CARNEY, and Mr. GARY G. MILLER of California):

H.R. 3581. A bill to amend title 36, United States Code, to include in the Federal charter of the Reserve Officers Association leadership positions newly added in its constitution and bylaws; to the Committee on the Judiciary.

By Mrs. BACHMANN (for herself, Mr. MARCHANT, Ms. FOXX, Mr. HERGER, Ms. FALLIN, Mr. BARTLETT, Mrs. LUMMIS, Mr. GINGREY of Georgia, Mr. AUSTRIA, Mr. KINGSTON, Mr. MANZULLO, Mr. NEUGEBAUER, Mr. SHADEGG, Mr. GOHMERT, Mr. CULBERSON, Mr. PITTS, Mr. HENSARLING, Mr. SCALISE, and Mr. ALEXANDER):

H.R. 3582. A bill to make organizations which have been indicted for violations of Federal or State law relating to elections for public office ineligible to participate in the Planning Partnership Program for the 2010 census of population, and for other purposes; to the Committee on Oversight and Government Reform, and in addition to the Committee on Rules, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. FALEOMAVAEGA:

H.R. 3583. A bill to provide for a subsidy to sellers and buyers of fish directly delivered to American Samoa from vessels with United States fisheries endorsements that manufacture for the United States; to the Committee on Natural Resources, and in addition to the Committee on Ways and Means, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. FORBES:

H.R. 3584. A bill to amend the Public Health Service Act to require reinstatement upon payment of all premiums due of group or individual health insurance coverage terminated by reason of nonpayment of premiums; to the Committee on Energy and Commerce.

By Ms. GIFFORDS:

H.R. 3585. A bill to guide and provide for United States research, development, and demonstration of solar energy technologies, and for other purposes; to the Committee on Science and Technology.

By Mr. KIND (for himself and Mr. BLUMENAUER):

H.R. 3586. A bill to amend the Internal Revenue Code of 1986 to expand the availability of employee stock ownership plans in S corporations, and for other purposes; to the Committee on Ways and Means, and in addition to the Committee on Education and Labor, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. SCHAUER (for himself, Mr. BLUMENAUER, Mr. HARE, Mr. KILDEE, Ms. DEGETTE, Mr. SPRATT, Mr. COURTNEY, Mr. GUTIERREZ, and Mr. LEWIS of Georgia):

H.R. 3587. A bill to amend the Food and Nutrition Act of 2008 to reduce the interval for the issuance of benefits; to the Committee on Agriculture.

By Mr. SMITH of New Jersey:

H.R. 3588. A bill to amend chapter 141 of title 10, United States Code, to include disclosures made by Department of Defense contract employees to their immediate employers in the provisions providing protections against reprisals for certain disclosures; to the Committee on Armed Services.

By Mr. WELCH (for himself, Mr. PITTS, Mr. MICHAUD, and Mr. MCMAHON):

H.R. 3589. A bill to reauthorize the National Oilheat Research Alliance Act of 2000; to the Committee on Energy and Commerce.

By Mr. DAVIS of Illinois (for himself, Mr. SHIMKUS, and Mrs. CHRISTENSEN):

H. Con. Res. 186. Concurrent resolution supporting the goals and ideals of Sickle Cell Disease Awareness Month; to the Committee on Oversight and Government Reform.

ADDITIONAL SPONSORS

Under clause 7 of rule XII, sponsors were added to public bills and resolutions as follows:

H.R. 330: Mr. BLUMENAUER and Mr. WATT.
H.R. 438: Mr. BILBRAY and Mr. PITTS.
H.R. 456: Mr. GUTHRIE.
H.R. 502: Ms. GRANGER.
H.R. 571: Mr. FILNER and Mr. PLATTS.
H.R. 616: Mr. COLE.
H.R. 621: Mr. AUSTRIA, Mr. CARNAHAN, Mr. HERGER, and Mr. MEEK of Florida.
H.R. 624: Mr. TOWNS.
H.R. 645: Mr. COHEN.
H.R. 847: Ms. CASTOR of Florida, Mr. SARBANES, and Mr. TIM MURPHY of Pennsylvania.
H.R. 930: Mr. TAYLOR, Ms. ROYBAL-ALLARD, and Mr. HUNTER.
H.R. 980: Mrs. DAVIS of California and Mr. LOBIONDO.
H.R. 988: Mr. CONNOLLY of Virginia and Mr. LARSEN of Washington.
H.R. 997: Mr. CAMP.
H.R. 1118: Ms. GRANGER.
H.R. 1204: Mr. SMITH of New Jersey.
H.R. 1215: Mr. SABLAN.
H.R. 1237: Mr. CONYERS.
H.R. 1245: Mr. SENSENBRENNER and Mr. SESSIONS.
H.R. 1407: Mr. BOUCHER and Mr. COHEN.
H.R. 1458: Mr. STUPAK.
H.R. 1547: Mr. SHULER, Mr. PENCE, and Mr. DAVIS of Tennessee.
H.R. 1570: Mr. HINCHEY.
H.R. 1583: Ms. SLAUGHTER and Mr. MASSA.
H.R. 1590: Mr. KIRK, Mrs. MCCARTHY of New York, Mr. KLEIN of Florida, Mr. GUTIERREZ, Ms. WASSERMAN SCHULTZ, Mr. FALEOMAVAEGA, Ms. BERKLEY, Mr. ENGEL, Mr. HALL of New York, and Mr. FILNER.
H.R. 1646: Mr. TERRY and Mr. SCHOCK.
H.R. 1677: Mr. WHITFIELD, Ms. CORRINE BROWN of Florida, and Mrs. BONO MACK.
H.R. 1700: Mr. STARK and Mr. CONNOLLY of Virginia.
H.R. 1826: Ms. EDDIE BERNICE JOHNSON of Texas.
H.R. 1831: Mr. MARSHALL, Mr. LATOURETTE, Mr. BONNER, Mr. SMITH of New Jersey, Mr. MOORE of Kansas, Ms. SLAUGHTER, and Mr. ROGERS of Alabama.
H.R. 1846: Mr. TEAGUE.
H.R. 1880: Mr. CLAY.
H.R. 1908: Mr. LATTA and Mr. WHITFIELD.
H.R. 1924: Mr. LARSEN of Washington.
H.R. 1990: Ms. FALLIN.
H.R. 2000: Mr. WEXLER.
H.R. 2016: Mr. DOYLE.
H.R. 2021: Mr. OLSON.
H.R. 2138: Mr. RODRIGUEZ.
H.R. 2161: Mr. CONNOLLY of Virginia.
H.R. 2214: Mr. COHEN.
H.R. 2223: Mr. CUMMINGS.
H.R. 2254: Mr. RYAN of Ohio, Mr. TAYLOR, Mr. GUTHRIE, Mr. ELLISON, and Mr. WALZ.
H.R. 2261: Mr. WU.
H.R. 2266: Ms. WOOLSEY.
H.R. 2267: Ms. WOOLSEY.
H.R. 2269: Mr. FRANK of Massachusetts.
H.R. 2324: Mr. WAXMAN.
H.R. 2404: Mr. PRICE of North Carolina.
H.R. 2452: Mr. LANCE, Ms. KOSMAS, Mr. CARDOZA, Mrs. LOWEY, Mr. WEXLER, and Mr. BARTLETT.
H.R. 2455: Mr. ROTHMAN of New Jersey, Mr. HOLT, Mr. PAYNE, Mr. CUMMINGS, Mr. GEORGE

MILLER of California, Mr. MOORE of Kansas, Mr. SERRANO, and Ms. LINDA T. SÁNCHEZ of California.

H.R. 2480: Ms. SPEIER.

H.R. 2521: Mr. BERMAN.

H.R. 2555: Ms. LORETTA SANCHEZ of California.

H.R. 2567: Mr. DOYLE.

H.R. 2575: Mr. WAMP and Mrs. MCCARTHY of New York.

H.R. 2628: Ms. TSONGAS.

H.R. 2698: Mr. BARTLETT.

H.R. 2699: Mr. BARTLETT.

H.R. 2733: Mr. POSEY.

H.R. 2743: Mr. CAMP.

H.R. 2753: Mr. HARPER, Mr. MORAN of Kansas, and Mr. LUETKEMEYER.

H.R. 2756: Mr. KAGEN.

H.R. 2766: Mr. PRICE of North Carolina and Ms. MOORE of Wisconsin.

H.R. 2773: Mr. NADLER of New York, Mr. CONNOLLY of Virginia, Ms. SCHWARTZ, Mr. HONDA, and Mr. BRIGHT.

H.R. 2866: Ms. KOSMAS and Ms. WOOLSEY.

H.R. 2935: Mr. CAMPBELL, Mr. SESTAK, and Ms. WASSERMAN SCHULTZ.

H.R. 2995: Mr. CARSON of Indiana.

H.R. 3075: Mr. GRAYSON.

H.R. 3078: Mr. SPACE.

H.R. 3116: Mr. HARE, Mr. MCINTYRE, and Ms. KAPTUR.

H.R. 3173: Mr. CAMP.

H.R. 3226: Mr. JONES, Mr. WITTMAN, Mrs. MYRICK, Mr. YOUNG of Florida, and Mr. TURNER.

H.R. 3238: Mr. LANGEVIN.

H.R. 3245: Mr. STARK.

H.R. 3250: Mr. NADLER of New York, Mr. MEEKS of New York, Mr. TONKO, and Mr. MAFFEI.

H.R. 3284: Ms. CHU, Mr. HOLT, and Mr. MCMAHON.

H.R. 3286: Mr. SCOTT of Georgia, Mr. CLAY, and Mr. KLEIN of Florida.

H.R. 3295: Mr. POLIS of Colorado.

H.R. 3310: Mr. KINGSTON and Mr. GOHMERT.

H.R. 3328: Ms. LEE of California.

H.R. 3381: Mr. MICHAUD.

H.R. 3382: Mr. SCHRADER.

H.R. 3404: Mr. COSTA, Mr. RYAN of Ohio, and Mr. KUCINICH.

H.R. 3407: Mr. LINCOLN DIAZ-BALART of Florida and Mr. MCCOTTER.

H.R. 3415: Mr. SHIMKUS.

H.R. 3421: Mr. COHEN.

H.R. 3439: Ms. ZOE LOFGREN of California.

H.R. 3468: Mr. KIRK, Mr. TIBERI, Mr. LANCE, and Mr. PLATTS.

H.R. 3472: Ms. SCHWARTZ and Mr. TONKO.

H.R. 3488: Mr. COURTNEY.

H.R. 3508: Ms. GINNY BROWN-WAITE of Florida, Mr. MCHENRY, Mr. LATTA, Mr. BARTLETT, Mrs. BLACKBURN, and Mr. PAUL.

H.R. 3524: Mr. PUTNAM, Mr. COSTA, and Mr. CARDOZA.

H.R. 3535: Mr. COHEN and Mr. BRADY of Pennsylvania.

H.R. 3536: Mr. RUPPERSBERGER, Mr. SCHAUER, and Mr. LEWIS of Georgia.

H.R. 3548: Mr. PETERS, Mr. NADLER of New York, Mr. CAPUANO, Mr. FARR, Mr. DOYLE, Mr. KUCINICH, Mr. VAN HOLLEN, Mr. WU, Mr. LEWIS of Georgia, Mr. DELAHUNT, and Mr. COSTA.

H.R. 3549: Ms. KILROY and Mr. PAYNE.

H.R. 3551: Ms. KAPTUR.

H.R. 3554: Mr. ALTMIRE and Mr. LOBIONDO.

H.R. 3569: Mr. GINGREY of Georgia, Mr. GARRETT of New Jersey, Mr. PITTS, Mr. OLSON, Mr. SMITH of Texas, Mr. LAMBORN, Mr. GOHMERT, Mr. SHADEGG, Mr. MANZULLO, Mr. KINGSTON, Mr. NEUGEBAUER, Mrs. LUMMIS, Mr. AKIN, Mr. AUSTRIA, Mrs. BONO MACK, and Mr. MARCHANT.

H.R. 3571: Mr. SMITH of New Jersey, Mr. ROE of Tennessee, Mr. BILBRAY, Mr. YOUNG of Alaska, Mr. KING of Iowa, Mr. ROONEY, Mr. STEARNS, Mr. KIRK, Mr. ROGERS of Michigan, Mr. MICA, Mr. MARIO DIAZ-BALART of Florida, Mr. TIM MURPHY of Pennsylvania, Mr. HUNTER, Mr. AUSTRIA, Mr. CASSIDY, Mr. BURGESS, Mr. CAMPBELL, Mr. COBLE, Mr. CRENSHAW, Mr. FLAKE, Mr. GINGREY of Georgia, Mr. GOHMERT, Mr. HALL of Texas, Mr. HASTINGS of Washington, Mr. JOHNSON of Illinois, Mr. LATHAM, Mr. POE of Texas, Mr. RYAN of Wisconsin, Mrs. SCHMIDT, and Mr. PRICE of Georgia.

H.J. Res. 21: Mr. MANZULLO.

H.J. Res. 61: Mr. SMITH of Washington.

H. Con. Res. 98: Ms. MATSUI.

H. Con. Res. 129: Mr. ORTIZ, Mr. BRIGHT, Mr. ELLSWORTH, Mr. SNYDER, Mr. AKIN, and Mr. CULBERSON.

H. Con. Res. 144: Mr. MCDERMOTT, Mr. BUTTERFIELD, Mr. PLATTS, Mr. BOOZMAN, and Mr. INSLEE.

H. Con. Res. 149: Mr. CHAFFETZ.

H. Con. Res. 170: Mrs. EMERSON.

H. Con. Res. 181: Mr. HIGGINS.

H. Con. Res. 185: Mr. SMITH of Texas, Mr. LEE of New York, Mr. ALEXANDER, Mr. SAM JOHNSON of Texas, Mr. KING of Iowa, Mr. FLAKE, Ms. GINNY BROWN-WAITE of Florida, Mr. SHUSTER, Mr. SIMPSON, and Mrs. BONO MACK.

H. Res. 90: Mr. PASCRELL.

H. Res. 159: Mr. NADLER of New York, Mr. CHILDERS, Mrs. MCCARTHY of New York, Mr. CARNAHAN, Mr. FOSTER, Ms. SPEIER, and Mr. MAFFEI.

H. Res. 167: Mr. PALLONE and Mr. SESTAK.

H. Res. 255: Mr. BILBRAY.

H. Res. 395: Mr. REICHERT.

H. Res. 569: Mr. LEWIS of Georgia and Mr. MCDERMOTT.

H. Res. 599: Mr. NEAL of Massachusetts.

H. Res. 611: Mr. LATHAM, Mr. MORAN of Virginia, Mr. BOUCHER, and Mr. SESTAK.

H. Res. 615: Mr. RADANOVICH.

H. Res. 692: Mr. PATRICK J. MURPHY of Pennsylvania, Mr. HALL of New York, Mr. CLAY, Mr. YARMUTH, Mr. MOORE of Kansas, Ms. SHEA-PORTER, Mr. HINCHEY, Mr. LOEBSACK, Mr. ADLER of New Jersey, Mr. MURPHY of Connecticut, Ms. KOSMAS, Ms. DEGETTE, Mr. ACKERMAN, Mr. BOCCIERI, Mr. WEINER, Mr. SCHAUER, Ms. DELAURO, Mr. HILL, Mr. HEINRICH, Mr. MARSHALL, Mr. JORDAN of Ohio, Mr. SHIMKUS, and Mr. KING of New York.

H. Res. 693: Mr. CAPUANO, Mr. PASCRELL, Mr. CARNEY, Mr. SHUSTER, Mr. KANJORSKI, Mr. DOYLE, Mr. THOMPSON of Pennsylvania, Ms. NORTON, Mr. ALTMIRE, Mr. CONYERS, Mr. SHULER, Mr. BACA, Mr. REYES, Ms. MARKEY of Colorado, Mrs. MALONEY, Mr. ABERCROMBIE, Mr. PLATTS, Mr. SOUDER, Mr. PASTOR of Arizona, Mr. ROTHMAN of New Jersey, Mr. SIRES, Mr. RAHALL, Mr. MURTHA, Mr. BUTTERFIELD, Mr. CUMMINGS, Mr. RYAN of Ohio, Mr. MORAN of Virginia, Mr. HONDA, Mr. WEINER, Mr. ADLER of New Jersey, and Mrs. MCCARTHY of New York.

H. Res. 701: Mr. CONNOLLY of Virginia.

H. Res. 704: Ms. MCCOLLUM and Mr. JOHNSON of Georgia.

H. Res. 716: Mr. FOSTER.

H. Res. 717: Mr. COHEN, Ms. BORDALLO, Ms. JACKSON-LEE of Texas, Mr. LOEBSACK, Mr. FARR, Ms. EDDIE BERNICE JOHNSON of Texas, Ms. NORTON, Mr. BUTTERFIELD, and Mr. MCDERMOTT.

H. Res. 721: Mr. OLSON, Mr. PLATTS, Mr. WILSON of South Carolina, and Mr. ROGERS of Michigan.

H. Res. 725: Mr. HALL of New York, Mr. DONNELLY of Indiana, Mr. BARROW, and Mr. SIRES.

H. Res. 727: Mr. MEEKS of New York and Mr. LATHAM.

H. Res. 729: Ms. NORTON and Mr. ROGERS of Alabama.

H. Res. 733: Mr. MCCOTTER, Mr. JORDAN of Ohio, Mr. SHADEGG, Mr. PENCE, Mrs. BLACKBURN, and Mr. CULBERSON.

H. Res. 735: Mr. SENSENBRENNER.

H. Res. 736: Mr. DAVIS of Illinois and Mr. RUSH.

DELETIONS OF SPONSORS FROM PUBLIC BILLS AND RESOLUTIONS

Under clause 7 of rule XII, sponsors were deleted from public bills and resolutions as follows:

H.R. 3251: Ms. FALLIN.

H. Res. 648: Mr. WESTMORELAND.