

## 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.

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## 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;