

used in places where electricity is not available with solar charged LED reading lights.

You know, I have one of these little reading lights in my home. They are about 12 inches tall. This is Unite for Light. Instead of a power cord plugging into the wall, they have two little solar panels at the base.

If you set them in the sunlight during the day, then you have the ability in the evening, then a child in a Third World country, or some person who needs to do work or homework at night, can take this little lamp, reading light, and use it to further their employment, their education until we get the infrastructure in place to do that itself.

So there is no doubt that LEDs are an important technology to change lighting, as we know it, providing an accessible and efficient source of illumination.

H.R. 4444 ensures that the important research and development of LED technologies, such as the activities in my district, will be able to continue and that LEDs will be able to efficiently light the world around us.

I urge my colleagues to support this bill.

Ms. DEGETTE. Mr. Speaker, having no other speakers, I urge my colleagues to support this legislation.

I yield back the balance of my time.

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

I want to thank all of those involved in bringing forth this legislation. We are all excited about it.

It does teach each one of us a lesson, though, and that is, sometimes we pass legislation, and we use language a little bit too broad; and the regulatory agencies take that and run. And now we see them trying to regulate something that was not even in existence when the 2005 Energy Policy Act was adopted.

I don't think that many Members of Congress or the American people ever thought that the Department of Energy would be setting efficiency standards for ceiling fans, for microwave ovens, refrigerators.

It reminds me of that Dire Straits song, and I hope you all liked them as much I did, but they had this song entitled "Money for Nothing" and the chicks are free. They talked about the importance of moving microwave ovens, refrigerators, and color TVs.

We find ourselves today living in a world in which everything is so micro-managed, and this is an example of that action. We understand we need regulations, but I am glad that we have a group of Democrats and Republicans coming together with common sense to say to the Department of Energy, hey, we need some balance here.

I would urge passage of this legislation.

I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by

the gentleman from Kentucky (Mr. WHITFIELD) that the House suspend the rules and pass the bill, H.R. 4444.

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.

ENERGY AND MANUFACTURING WORKFORCE DEVELOPMENT

Mr. WHITFIELD. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4583) to promote a 21st century energy and manufacturing workforce, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4583

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

SECTION 1. ENERGY AND MANUFACTURING WORKFORCE DEVELOPMENT.

(a) IN GENERAL.—The Secretary of Energy (in this Act referred to as the "Secretary") shall prioritize education and training for energy and manufacturing-related jobs in order to increase the number of skilled workers trained to work in energy and manufacturing-related fields when considering awards for existing grant programs, including by—

(1) encouraging State education agencies and local educational agencies to equip students with the skills, mentorships, training, and technical expertise necessary to fill the employment opportunities vital to managing and operating the Nation's energy and manufacturing industries, in collaboration with representatives from the energy and manufacturing industries (including the oil, gas, coal, nuclear, utility, pipeline, renewable, petrochemical, manufacturing, and electrical construction sectors) to identify the areas of highest need in each sector and the skills necessary for a high quality workforce in the following sectors of energy and manufacturing:

(A) Energy efficiency industry, including work in energy efficiency, conservation, weatherization, or retrofitting, or as inspectors or auditors.

(B) Pipeline industry, including work in pipeline construction and maintenance or work as engineers or technical advisors.

(C) Utility industry, including work in the generation, transmission, and distribution of electricity and natural gas, such as utility technicians, operators, lineworkers, engineers, scientists, and information technology specialists.

(D) Nuclear industry, including work as scientists, engineers, technicians, mathematicians, or security personnel.

(E) Oil and gas industry, including work as scientists, engineers, technicians, mathematicians, petrochemical engineers, or geologists.

(F) Renewable industry, including work in the development, manufacturing, and production of renewable energy sources (such as solar, hydropower, wind, or geothermal energy).

(G) Coal industry, including work as coal miners, engineers, developers and manufacturers of state-of-the-art coal facilities, technology vendors, coal transportation workers and operators, or mining equipment vendors.

(H) Manufacturing industry, including work as operations technicians, operations

and design in additive manufacturing, 3-D printing, advanced composites, and advanced aluminum and other metal alloys, industrial energy efficiency management systems, including power electronics, and other innovative technologies.

(I) Chemical manufacturing industry, including work in construction (such as welders, pipefitters, and tool and die makers) or as instrument and electrical technicians, machinists, chemical process operators, chemical engineers, quality and safety professionals, and reliability engineers; and

(2) strengthening and more fully engaging Department of Energy programs and labs in carrying out the Department's workforce development initiatives including the Minorities in Energy Initiative.

(b) PROHIBITION.—Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal Government to incentivize, require, or coerce a State, school district, or school to adopt curricula aligned to the skills described in subsection (a).

(c) PRIORITY.—The Secretary shall prioritize the education and training of underrepresented groups in energy and manufacturing-related jobs.

(d) CLEARINGHOUSE.—In carrying out this section, the Secretary shall establish a clearinghouse to—

(1) maintain and update information and resources on training and workforce development programs for energy and manufacturing-related jobs, including job training and workforce development programs available to assist displaced and unemployed energy and manufacturing workers transitioning to new employment; and

(2) provide technical assistance for States, local educational agencies, schools, community colleges, universities (including minority serving institutions), workforce development programs, labor-management organizations, and industry organizations that would like to develop and implement energy and manufacturing-related training programs.

(e) COLLABORATION.—In carrying out this section, the Secretary—

(1) shall collaborate with States, local educational agencies, schools, community colleges, universities (including minority serving institutions), workforce-training organizations, national laboratories, State energy offices, workforce investment boards, and the energy and manufacturing industries;

(2) shall encourage and foster collaboration, mentorships, and partnerships among organizations (including industry, States, local educational agencies, schools, community colleges, workforce-development organizations, and colleges and universities) that currently provide effective job training programs in the energy and manufacturing fields and entities (including States, local educational agencies, schools, community colleges, workforce development programs, and colleges and universities) that seek to establish these types of programs in order to share best practices; and

(3) shall collaborate with the Bureau of Labor Statistics, the Department of Commerce, the Bureau of the Census, States, and the energy and manufacturing industries to develop a comprehensive and detailed understanding of the energy and manufacturing workforce needs and opportunities by State and by region.

(f) OUTREACH TO MINORITY SERVING INSTITUTIONS.—In carrying out this section, the Secretary shall—

(1) give special consideration to increasing outreach to minority serving institutions and Historically Black Colleges and Universities;

(2) make existing resources available through program cross-cutting to minority

serving institutions with the objective of increasing the number of skilled minorities and women trained to go into the energy and manufacturing sectors;

(3) encourage industry to improve the opportunities for students of minority serving institutions to participate in industry internships and cooperative work/study programs; and

(4) partner with the Department of Energy laboratories to increase underrepresented groups' participation in internships, fellowships, traineeships, and employment at all Department of Energy laboratories.

(g) **OUTREACH TO DISLOCATED ENERGY AND MANUFACTURING WORKERS.**—In carrying out this section, the Secretary shall—

(1) give special consideration to increasing outreach to employers and job trainers preparing dislocated energy and manufacturing workers for in-demand sectors or occupations;

(2) make existing resources available through program cross-cutting to institutions serving dislocated energy and manufacturing workers with the objective of training individuals to re-enter in-demand sectors or occupations;

(3) encourage the energy and manufacturing industries to improve opportunities for dislocated energy and manufacturing workers to participate in career pathways; and

(4) work closely with the energy and manufacturing industries to identify energy and manufacturing operations, such as coal-fired power plants and coal mines, scheduled for closure and to provide early intervention assistance to workers employed at such energy and manufacturing operations by—

(A) partnering with State and local workforce development boards;

(B) giving special consideration to employers and job trainers preparing such workers for in-demand sectors or occupations;

(C) making existing resources available through program cross-cutting to institutions serving such workers with the objective of training them to re-enter in-demand sectors or occupations; and

(D) encouraging the energy and manufacturing industries to improve opportunities for such workers to participate in career pathways.

(h) **ENROLLMENT IN WORKFORCE DEVELOPMENT PROGRAMS.**—In carrying out this section, the Secretary shall work with industry and community-based workforce organizations to help identify candidates, including from underrepresented communities such as minorities, women, and veterans, to enroll in workforce development programs for energy and manufacturing-related jobs.

(i) **PROHIBITION.**—Nothing in this section shall be construed as authorizing the creation of a new workforce development program.

(j) **DEFINITIONS.**—In this section:

(1) **CAREER PATHWAYS; DISLOCATED WORKER; IN-DEMAND SECTORS OR OCCUPATIONS; LOCAL WORKFORCE DEVELOPMENT BOARD; STATE WORKFORCE DEVELOPMENT BOARD.**—The terms “career pathways”, “dislocated worker”, “in-demand sectors or occupations”, “local workforce development board”, and “State workforce development board” have the meanings given the terms “career pathways”, “dislocated worker”, “in-demand sectors or occupations”, “local board”, and “State board”, respectively, in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(2) **MINORITY-SERVING INSTITUTION.**—The term “minority-serving institution” means an institution of higher education with a designation of one of the following:

(A) Hispanic-serving institution (as defined in 20 U.S.C.1101a(a)(5)).

(B) Tribal College or University (as defined in 20 U.S.C.1059c(b)).

(C) Alaska Native-serving institution or a Native Hawaiian-serving institution (as defined in 20 U.S.C.1059d(b)).

(D) Predominantly Black Institution (as defined in 20 U.S.C.1059e(b)).

(E) Native American-serving nontribal institution (as defined in 20 U.S.C.1059f(b)).

(F) Asian American and Native American Pacific Islander-serving institution (as defined in 20 U.S.C.1059g(b)).

SEC. 2. REPORT.

Five years after the date of enactment of this Act, the Secretary shall publish a comprehensive report to the Committee on Energy and Commerce and the Committee on Education and the Workforce of the House of Representatives and the Senate Energy and Natural Resources Committee on the outlook for energy and manufacturing sectors nationally. The report shall also include a comprehensive summary of energy and manufacturing job creation as a result of the enactment of this Act. The report shall include performance data regarding the number of program participants served, the percentage of participants in competitive integrated employment two quarters and four quarters after program completion, the median income of program participants two quarters and four quarters after program completion, and the percentage of program participants receiving industry-recognized credentials.

SEC. 3. USE OF EXISTING FUNDS.

No additional funds are authorized to carry out the requirements of this Act. Such requirements shall be carried out using amounts otherwise authorized.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Kentucky (Mr. WHITFIELD) and the gentleman from Illinois (Mr. RUSH) each will control 20 minutes.

The Chair recognizes the gentleman from Kentucky.

GENERAL LEAVE

Mr. WHITFIELD. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and insert extraneous material in the RECORD on the bill.

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

There was no objection.

□ 1615

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

Mr. Speaker, I am also pleased that we are considering today H.R. 4583, a bill to promote a 21st century energy and manufacturing workforce, introduced by my colleagues, Mr. RUSH of Illinois and Mr. HUDSON of North Carolina.

This bill takes important steps to help make training for energy and manufacturing jobs available to women and minorities as well as veterans and out-of-work coal miners.

I want to give a special word of thanks to Mr. RUSH because he and Mr. HUDSON were working on this legislation. They tried to get it included in the energy act that we passed a few weeks ago, and it didn't quite work out; but I am delighted that we are able to move this bill by itself.

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

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

Mr. Speaker, let me begin by commending Chairman UPTON, Chairman WHITFIELD, Ranking Member PALLONE, and the committee staff for working with my office to bring the 21st century workforce legislation to the House floor today. I would also publicly acknowledge the leadership of my colleague, Mr. HUDSON of North Carolina, and his staff who played an instrumental role in helping us to get to this very point.

The good faith talks held between my office, the majority and the minority committee staff, and Mr. HUDSON's office have resulted in this bipartisan jobs bill that will go a long way in helping to get our Nation's economy back on track and working for everyone.

Mr. Speaker, this workforce bill before us provides an example of how Congress should function and how Congress should work on behalf of the American people. Here we have bipartisan members of the Energy and Commerce Committee who represent various constituencies from diverse regions of the country and who come from different political persuasions. However, Mr. Speaker, it must be well noted that we were able to put aside our differences and focus our efforts on bringing forth a jobs bill that will benefit all of our Nation's communities and help lift up the entire American economy.

And exactly what does this bill do, Mr. Speaker?

This bill directs the Secretary of Energy to prioritize the training of underrepresented groups, including minorities, women, veterans, as well as displaced and unemployed energy and manufacturing workers, in order to increase the number of skilled candidates trained to work in these same related fields.

Mr. Speaker, this bill will strengthen and more fully engage DOE programs and national laboratories in order to carry out the Department's workforce development initiatives. That includes the Minorities in Energy Initiative that was established 2 years ago, with my encouragement, under Secretary Moniz's leadership.

There will be a clearinghouse of information and resources on training and workforce development programs for energy and manufacturing-related jobs, State by State and region by region all across our Nation.

Mr. Speaker, this bill will help increase outreach to minority-serving institutions to ensure that the wealth of existing resources at DOE are made available to these worthy establishments. It will also provide additional outreach to displaced and unemployed energy and manufacturing workers with the objective of improving the opportunities for these candidates to find employment.

This legislation, Mr. Speaker, will help to develop a skilled labor force, trained to work in a wide array of sectors, including renewables, energy efficiency, oil and gas, coal, nuclear, utility, pipelines, alternative fuels, as well as energy-intensive and advanced manufacturing industries.

Mr. Speaker, one of the challenges that I have heard far too many times from my constituents is of individuals participating in training programs that in many cases do not always lead to actually finding a job. With that in mind, Mr. Speaker, this bill will help industry, help schools, and help community-based workforce development organizations to identify candidates for enrollment into training and apprenticeship programs, with the objective of ensuring that the skills learned are immediately transferable to good-paying jobs and good-paying careers within the energy and manufacturing sectors regionally, nationally, and, indeed, all across this globe.

Mr. Speaker, as you well know, and as all Members in this House know, the energy and manufacturing industries are two of the most critical and fastest growing sectors both domestically as well as internationally. The potential of these two sectors can help bolster the American economy and are also vital to the growing number of people seeking middle class status all across the developing world.

It is important, Mr. Speaker, that we equip our citizens, those who need jobs and those who are out of work, with the skills needed and necessary to meet this growing demand so that we can tap into these tremendous opportunities. This very bill before us today will accomplish that goal.

Why is the 21st century workforce bill so very necessary? Mr. Speaker, just last week, my office had yet another visiting delegation, a meeting this time with an energy company out of the great State of North Carolina, whose representatives informed me that right now, today, as we stand here in this great Chamber today, they have over 1,000 job openings that they cannot fill because they cannot find enough qualified skilled workers.

The 21st century workforce bill will address that difficulty and be a solution to that and many other similar problems all across our country. In fact, Mr. Speaker, my office has been holding many of these same types of meetings over the past 4 years with a variety of different energy and manufacturing industries that are indeed facing this very same predicament.

At a time when African American and Latino unemployment rates are still too high, when coal workers throughout Appalachia and beyond are finding themselves without work, when too many female heads of household cannot find adequate employment to take care of their families, and when veterans returning home from defending our Nation still cannot find a job, it is a travesty and a shame that eager

employers still cannot find the trained workers they need.

Mr. Speaker, this is a commonsense jobs bill that will help to match up trained, qualified candidates with good-paying jobs and careers that will fit them and their families, help lift up their community, help strengthen the energy and manufacturing industry, and will bolster the entire American economy as a whole.

Whether you are a student pursuing your engineering degree at an HBCU or a single mother taking classes at your neighborhood community college, this bill seeks to provide additional opportunity to all those individuals who are out there looking to better themselves and improve the financial situation for their families.

Mr. Speaker, when this bill becomes law and its provisions are implemented, it will help out-of-work coal miners retool and retrain for the jobs of the 21st century. This bill will also help returning veterans use their skills and use their talents to find employment and provide a dignified future for their families.

So, Mr. Speaker, again, I want to thank my distinguished colleague from the great State of Michigan, Chairman UPTON; my friend from the great State of Kentucky, Chairman WHITFIELD; Ranking Member PALLONE; my friend from North Carolina (Mr. HUDSON); and all my colleagues on the Energy and Commerce Committee, as well as those who are on the Education and the Workforce Committee who helped bring us to this point today, where we are bringing forward this bill with this focus not only on underserved communities, such as minorities, women, and veterans, but also displaced and unemployed coal miners and out-of-work energy workers in other places.

I can assure you, Mr. Speaker, when this bill ultimately becomes law, it will go a long way in helping not only communities that look like the one I represent on the south side of Chicago, but every community in every district throughout this Nation.

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

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

I would like to reiterate once again that there were a lot of people involved in bringing this legislation to the floor. It would not have happened except for the persistence and commitment of Mr. RUSH of Illinois. So I want to thank him again.

I also want to say that every Member of Congress comes to this floor, and we talk about regulations and the impact they have on creating jobs. We talk about uncertainty in tax policies, and we talk about the ability of America to be competitive in the global workplace. We talk about a lot of macro issues. But for men and women out there in the country, like coal miners who are losing jobs because of the policies of this administration, veterans who have

extensive leadership skills but can't find good jobs, and minorities who are not trained in the right way, this legislation goes a long way in providing the training that people need to find a good job.

I urge all Members to support this legislation. I want to thank everyone who worked for it.

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

□ 1630

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Kentucky (Mr. WHITFIELD) that the House suspend the rules and pass the bill, H.R. 4583, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

AMPLIFYING LOCAL EFFORTS TO ROOT OUT TERROR ACT OF 2016

Mr. LOUDERMILK. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4401) to authorize the Secretary of Homeland Security to provide countering violent extremism training to Department of Homeland Security representatives at State and local fusion centers, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4401

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 "Amplifying Local Efforts to Root out Terror Act of 2016" or the "ALERT Act of 2016".

SEC. 2. COUNTERING VIOLENT EXTREMISM TRAINING.

(a) AUTHORIZATION OF TRAINING.—The Secretary of Homeland Security is authorized to provide training for personnel, including Department of Homeland Security personnel, State, local, tribal, and territorial representatives at State and major urban area fusion centers for the purpose of administering community awareness briefings and related activities in furtherance of the Department's efforts to counter violent extremism, identify and report suspicious activities, and increase awareness of and more quickly identify terrorism threats, including the travel or attempted travel of individuals from the United States to support a foreign terrorist organization (as such term is described in section 219 of the Immigration and Nationality Act (8 U.S.C. 1189)) abroad.

(b) COORDINATION.—To the extent practicable, in providing the training under subsection (a), the Secretary shall coordinate with the heads of other Federal agencies engaged in community outreach related to countering violent extremism and shall also coordinate with such agencies in the administration of related activities, including community awareness briefings.

SEC. 3. COUNTERING VIOLENT EXTREMISM ASSESSMENT.

(a) ASSESSMENT REQUIRED.—Not later than 120 days after the date of the enactment of this Act, the Secretary of Homeland Security, in consultation with appropriate State,