

The SPEAKER pro tempore. The gentleman has approximately 5 minutes remaining.

Mr. JEFFRIES. Thank you very much, Mr. Speaker.

Again, I thank the Representative from New Jersey for making it clear that all children in this country deserve the opportunity to be part of a pipeline toward progress and prosperity, even though some, unfortunately, have been subjected to circumstances that often lead to a pipeline from the schoolhouse to the jailhouse. That's not how things should be anywhere in America. And that's why we believe a robust investment in education is the right way to go in this country.

I'm going to ask the distinguished gentleman from the Silver State for his observations on this chart. The chart illustrates that education pays. If you invest in education, increase the level of degree of attainment, what it does is increase the capacity for Americans to earn a better living.

And so, for example, for Americans who have less than a high school diploma, their average weekly earning is \$451. But someone with a high school diploma earns, on average, \$638 per week. And someone with a bachelor's degree earns, on average, \$1,053 per week. If you give an American an advanced degree, their average earnings per week increase to in excess of \$1,600.

Investing in education pays for the American people.

I yield to my distinguished colleague from Nevada.

Mr. HORSFORD. Just to elaborate further on this point, education attainment is an economic imperative. Not only is it the investment in the individual that proves great dividends and a return on investment, but the failure to invest, based on the bottom line in red, for someone with less than a high school diploma the likelihood of them being unemployed is 14 percent. For those with a high school diploma who are unemployed, it's 9.4 percent. If you have a bachelor's degree, the unemployment rate drops in half, to 4.9 percent. And if you have a professional degree, the unemployment rate is 2.4 percent.

So the correlation is clear that with education attainment come economic prosperity, opportunity, and a return on investment that is good for that individual, their ability to provide for themselves and their family, and for our entire country.

And so, Mr. Speaker, when we talk about investment, we're not talking about investments in programs or systems. We're talking about investments in people. When we talk about Head Start, we're talking about 3- and 4-year-old children. When we talk about title 1 funding, we're talking about schools and children that are identified as having low-income needs and the disadvantaged. When we talk about funding for IDEA, the Individuals with Disabilities Education Act, we're talk-

ing about individuals. And the more that we can invest in the individuals in America, the greater return we will have in the productivity of that individual, their family, the community they live in. And that will make for a stronger America for all of us. That is what we are aspiring to accomplish in this 113th Congress.

We want to work with our colleagues on the other side. Where they can meet us in the middle to find solutions to make these investments, we look forward to working with them. But one thing we will not do is to slash, defund, or freeze the investment of the American children and the American family.

Mr. JEFFRIES. I thank the gentleman from Nevada. We will not, as he indicated, support any budget that balances itself on the backs of children or young people or college students in America. Unfortunately, that is the budget that has been put forth by my colleagues on the other side of the aisle. We support a balanced approach to dealing with the economic problems that we have in this country that involves the investment in education. That is what we stand for. That's what is good for America.

I yield back the balance of my time.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, it has been over 60 years since the Supreme Court's decision in *Brown v. Board of Education* desegregated our schools. Yet an achievement and opportunity gap remains among our minority and low-income students.

As Members of Congress who represent communities of color, the purpose of today's special order is to highlight an economic and social crisis America faces if this problem is not confronted and significant measures are not taken. Particularly, we must focus our efforts on closing the gap in the STEM disciplines. As the First Female and First African American Ranking Member of the House Science, Space and Technology Committee, this is an issue that is very serious to me and has been one of the pillars of my legislative agenda in the United States Congress for over 20 years.

Ensuring minorities are proficient in STEM is more than just a question of equity. We have a vast, untapped pool of talent in America, and this pool is continuing to grow. It is estimated that, by 2050, 52 percent of the U.S. population will be from underrepresented minority groups. Our "Nation's Report Card," by the National Assessments of Educational Progress, shows that students from underrepresented minorities are falling behind in math and science as early as 4th grade.

At the Post Secondary level, even though students from underrepresented minorities made up about 33 percent of the college age population in 2009, they only made up: 19 percent of students who received an undergraduate STEM degrees Less than 9 percent of students enrolled in science and engineering graduate programs, and; Barely 8 percent of students who received PhDs in STEM fields. Frankly, all of these numbers are much too low.

I also must underscore the important role that community colleges play in providing to STEM degrees for minority students. 50 per-

cent of African Americans, 55 percent of Hispanics, and 64 percent of Native Americans who hold bachelor's or master's degrees in science or engineering attended a community college at some point. We cannot afford to ignore the role of community colleges.

We have to drastically increase the number of African American students from these groups receiving degrees in STEM disciplines, or we will undoubtedly relinquish our global leadership in innovation and job creation. We know school administrators, teachers, community leaders, public-private partnerships and parents all play a critical role in addressing this issue. No one person or organization can do it alone. We must all work together to leverage our respective strengths and resources to tackle this challenge.

For example, the corporate community was highly involved supporting a bill I co-authored, the America COMPETES Act. As many of you are aware, I recently introduced the STEM Opportunities Act of 2013 this March. The STEM Opportunities Act of 2013 will help address many of the challenges faced by women and underrepresented minorities pursuing science, technology, engineering, and mathematics (STEM) research careers by:

Requiring the National Science Foundation (NSF) to collect more comprehensive demographic data on the recipients of federal research awards and on STEM faculty at U.S. universities (while protecting individuals' privacy); Promoting data-driven research on the participation and trajectories of women and underrepresented minorities in STEM so that policy makers can design more effective policies and practices to reduce barriers; And developing, through the Office of Science and Technology Policy (OSTP), consistent federal policies, such as no-cost extensions and flexibility in timing for the initiation of the award, for recipients of federal research awards who have caregiving responsibilities, including care for a newborn or newly adopted child and care for an immediate family member who is sick.

We're all in this together, and working together I know we can achieve great success.

REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H.R. 527, RESPONSIBLE HELIUM ADMINISTRATION AND STEWARDSHIP ACT

Mr. BISHOP of Utah (during the Special Order of Mr. JEFFRIES), from the Committee on Rules, submitted a privileged report (Rept. No. 113-47) on the resolution (H. Res. 178) providing for consideration of the bill (H.R. 527) to amend the Helium Act to complete the privatization of the Federal helium reserve in a competitive market fashion that ensures stability in the helium markets while protecting the interests of American taxpayers, and for other purposes, which was referred to the House Calendar and ordered to be printed.

□ 1730

IMMIGRATION REFORM

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2013, the Chair recognizes the