

The amendment was agreed to.

Mr. KLINE. 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. THOMPSON of Pennsylvania) having assumed the chair, Mr. AMODEI, 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. 3136) to establish a demonstration program for competency-based education, had come to no resolution thereon.

**PROVIDING FOR CONSIDERATION OF H. CON. RES. 105, REMOVING UNITED STATES ARMED FORCES FROM IRAQ**

Mr. NUGENT. Mr. Speaker, I ask unanimous consent that it be in order at any time to consider House Concurrent Resolution 105 in the House, if called up by the Chair of the Committee on Foreign Affairs or his designee;

that the amendment printed in the portion of the CONGRESSIONAL RECORD designated for that purpose in clause 8 of rule XVIII and numbered 1 be considered as adopted;

that the concurrent resolution, as amended, be considered as read;

and that the previous question be considered as ordered on the concurrent resolution, as amended, to adoption without intervening motion or demand for division of the question except for 1 hour of debate equally divided and controlled by Representative ROYCE of California and Representative MCGOVERN of Massachusetts or their respective designees.

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

There was no objection.

**ADVANCING COMPETENCY-BASED EDUCATION DEMONSTRATION PROJECT ACT OF 2013**

The SPEAKER pro tempore. Pursuant to House Resolution 677 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the further consideration of the bill, H.R. 3136.

Will the gentleman from Georgia (Mr. WESTMORELAND) kindly take the chair.

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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 further consideration of the bill (H.R. 3136) to establish a demonstration program for competency-based education, with Mr. WESTMORELAND (Acting Chair) in the chair.

The Clerk read the title of the bill.

The Acting CHAIR. When the Committee of the Whole House rose earlier today, amendment No. 5 printed in part

A of House Report 113-546 offered by the gentleman from Alabama (Mr. BYRNE) had been disposed of.

AMENDMENT NO. 6 OFFERED BY MR. LANGEVIN

The Acting CHAIR. It is now in order to consider amendment No. 6 printed in part A of House Report 113-546.

Mr. LANGEVIN. 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:

Page 10, after line 9 insert the following:

“(B) EMPLOYMENT DATA.—

“(i) IN GENERAL.—Each eligible entity that carries out a demonstration project under this section may provide to the Director of the Institute of Education Sciences with respect to the students participating in the competency-based education project carried out by the eligible entity the number and percentage of students completing a competency-based education program or course of study offered by such eligible entity who find employment in a field related to the program or course of study of such students.

“(ii) TECHNICAL ASSISTANCE.—The Director of the Institute of Education Sciences shall, at the request of an eligible entity, provide technical assistance to such eligible entity to assist such eligible entity in collecting and reporting accurate information relating to the employment of students participating in a competency-based education project carried out by such eligible entity.

Page 10, line 10, strike “(B)” and insert “(C)”.

The Acting CHAIR. Pursuant to House Resolution 677, the gentleman from Rhode Island (Mr. LANGEVIN) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Rhode Island.

Mr. LANGEVIN. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, I would like to, first of all, thank the gentleman from Arizona, Congressman SALMON, as well as Chairman KLINE and Ranking Member MILLER for their work in bringing this very important bill to the floor.

Mr. Chairman, my amendment would allow entities receiving funds under this bill to report the number and percentage of students who are able to find employment in a field relating to their program or course of study and would allow the director of IES to provide technical assistance to such entities upon request.

Basically, my intent is to give situational awareness to both educators and students and also an understanding of how well our dollars being spent in terms of educating both our young people and people who are looking for a second career, looking for other job opportunities, so that they know that their time and effort will be well spent.

I am proud to be joined in offering this amendment by my good friend and colleague, Congressman G.T. THOMPSON from Pennsylvania, as co-chairs of the bipartisan Career and Technical Education Caucus.

Representative THOMPSON and I are committed to providing all students

with the information necessary to make informed career decisions.

Many of the students who will be served by this bill are nontraditional students, working parents, students with full-time jobs, and many others who are seeking a different education than what a traditional 4-year curriculum affords, so these are the very people who would benefit the most from clear and accessible career market information.

It has become obvious that high school diplomas are really no longer sufficient training for the modern job market, and while not every job will require a college degree, some sort of postsecondary education will be necessary, and students, Mr. Chairman, deserve accurate information to help them find the career pathway that best fits their goals and abilities.

My amendment will help these students by encouraging schools to report on the number of students who are able to use their education to find a relevant career, data that students will be able to use in the coming years to inform their own decisions and choose an academic path that will lead to a well-paying job.

This amendment has been scored by the CBO as budget-neutral and will not result in any additional spending.

With that, I reserve the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Chairman, I rise to claim the time in opposition, although I am not opposed to this amendment.

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

There was no objection.

Mr. THOMPSON of Pennsylvania. Mr. Chairman, while claiming the time in opposition, I rise as a supporter and cosponsor of this bipartisan amendment with my colleague and fellow co-chairman of the House Career and Technical Education Caucus, Congressman LANGEVIN.

Our amendment would allow eligible entities to submit to the Institute of Education Sciences information regarding the number and percentage of students who are able to find employment, jobs in a field relating to their program or course of study.

This will provide for the collection of longitudinal data and will allow policymakers to have a further understanding of course study and career alignment, but more importantly, students will be able to utilize these findings to see what courses of study have a higher prevalence of job placement.

Mr. Chairman, I often say, “It is not where you start out in life, but it is where you end up,” and education is the key to that journey.

This amendment will further assist students participating in competency-based programs, many of whom will be nontraditional students and will provide them with another opportunity to attain success in life.

I urge my colleagues to support this bipartisan, no-cost amendment and reserve the balance of my time.