

here and lose everything I have. It's one more arsenal in your ability to fight illegal narcotics and stay in school. Furthermore, if you're on narcotics, your performance inevitably will drop over time.

This provision has received bipartisan support. We have continued to clarify it. And I want to make sure that, unlike previous times when this was interpreted to apply to everybody, or if you had committed a crime before, you could lose your loan, a student is a student is a student. It says, if you have your loan, you can lose your loan. It has nothing to do with people who rehab; it has nothing to do with people who maybe were in college for 2 years, went out, had problems, and then come back. We want those people in school. And I hope the administration this time will interpret this, regardless of which party it is, correctly. And I want to make sure that the CONGRESSIONAL RECORD shows what the intent of Congress was.

Mr. HINOJOSA. Mr. Chairman, I am pleased to recognize the gentleman from Illinois, the Democratic Caucus Chair, Congressman RAHM EMANUEL, for 2¼ minutes.

Mr. EMANUEL. Mr. Chairman, the FAFSA form that students and their parents have to fill out every year for student aid is over 100 questions, over eight pages long. If a company is applying for an export/import loan from the government, it's 13 questions, one page long. But a kid is going to college and his parents have to fill out over 100 questions.

Let me read you some of the questions. Go to page 8 and complete the columns on the left of worksheets A, B and C. Enter the student totals in questions 44, 45 and 46, respectively. Worksheet B, first of 12 items; payments to tax deferred pension and savings paid directly or withheld from earnings, included, but not limited to, amounts reported on the W-2 form in boxes 12-A through 2D, codes, D, E, F, G, H and S. If you can fill that out, skip college, go to graduate school.

Now, thankfully for the chairman, we have now put in here to streamline this and create an easy form so this is not one of the leading causes of divorce in America, the College Aid Plan. And if a company can get lawyers and accountants to fill out a one-page form and get a big loan for \$200 million from the government, taxpayer subsidies, kids trying to go to college and achieve the American Dream should have something as easy as a big company has. And, thankfully, this legislation would accomplish that.

When I ran for office, I used to, and I still do, visit fire stations. And Pat Kehoe, who is a captain in the Chicago Fire Department, was the one that turned me on to the notion of what he and his wife have to do every year to try to get student aid so their kid can go to the University of Illinois. And every year they have to fill out a form like this.

The goal here is for government to finally catch up and get to where the private sector has been, which is creating easy forms, things that they can do online and get rid of all the bureaucracy and all the paperwork.

Earlier this year, we passed the largest increase in college aid since the GI Bill. This legislation will build on that reform so we finally make sure that college aid, in the period and the era of where you earn where you learn, is accessible to middle-class families and their dreams that they have for their children.

Mr. KELLER of Florida. Mr. Chairman, I note that Mr. EMANUEL's extension was shorter than even his form that he's seeking here, but we're in broad bipartisan support of that simplified process. It was a wonderful idea, and I'm glad we could work with him.

At this time, I yield 1 minute to the gentleman from Nebraska.

□ 1300

Mr. SMITH of Nebraska. Mr. Chairman, since being elected to Congress, I have had the opportunity to speak with young students throughout the Third District of Nebraska. They are smart and sharp, and we need to do everything we can to encourage them. Unfortunately, however, many rural States have seen what we call "brain drain" in recent years. As the depletion occurs, we lose our most vital economic asset to more populated areas. Responsible policy is needed to retain and grow our workforce to make our rural communities more competitive in this modern economy.

The College Opportunity and Affordability Act seeks to address this by encouraging economic development partnerships. These partnerships would be formed between rural colleges and universities and rural employers. This would provide additional career training to students attending rural schools in fields significant to the local economy. It also would encourage rural businesses to employ students once they graduate.

I thank the chairman and ranking member for working with me to target these partnerships to the areas in the most need.

Mr. HINOJOSA. Mr. Chairman, I am pleased to recognize the gentleman from New Jersey, a distinguished member of our Higher Education Subcommittee (Mr. HOLT), for 2 minutes.

Mr. HOLT. Mr. Chairman, I would like to commend Chairman MILLER and Mr. MCKEON for producing a strong piece of legislation. The College Opportunity and Affordability Act does what the name suggests. It expands affordability and access to college education for the broadest range of Americans. It expands Pell Grants, the basis of financial aid, and I'm pleased to say it allows Pell Grants to be used year round and for certificate programs and part-time students, something I have been working on for a long time.

The bill does many other things, including some initiatives that I have

been working on. It empowers small and community colleges to provide child care programs so that working mothers can attend school. It includes grants and loan forgiveness for math and science students who pledge to conduct service in math and science fields after graduation. It includes grants for foreign language partnerships between local schools and language departments at institutions of higher learning and grants to institutions that will combine science with foreign languages.

I am pleased that in the Education and Labor Committee we were able to pass an amendment so that this bill would create an Assistant Secretary for International and Foreign Language Education.

I am pleased to note further that the bill will direct the Institute of Medicine to study how to deal with the shortage of nurses that's created by the shortage of nursing faculty.

These initiatives are part of a large effort to make it easier for students to finance their education and an effort to strengthen the quality of education that they receive. This is a good bill. I look forward to working with Members of both parties to see it become law.

Mr. HINOJOSA. 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. WALZ of Minnesota) having assumed the chair, Mr. PASTOR, Chairman 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. 4137) to amend and extend the Higher Education Act of 1965, and for other purposes, had come to no resolution thereon.

PERMISSION TO REDUCE TIME FOR ELECTRONIC VOTING DURING FURTHER CONSIDERATION OF H.R. 4137

Mr. HINOJOSA. Mr. Speaker, I ask unanimous consent that, during further consideration of H.R. 4137 pursuant to House Resolution 956, the Chair may reduce to 2 minutes the minimum time for electronic voting under clause 6 of rule XVIII and clauses 8 and 9 of rule XX.

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

There was no objection.

COLLEGE OPPORTUNITY AND AFFORDABILITY ACT OF 2007

The SPEAKER pro tempore. Pursuant to House Resolution 956 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. 4137.

□ 1305

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole