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Senate

The Senate was not in session today. Its next meeting will be held on Monday, May 12, 2014, at 2 p.m.

House of Representatives

FRIDAY, MAY 9, 2014

The House met at 9 a.m. and was called to order by the Speaker.

PRAYER

The Chaplain, the Reverend Patrick J. Conroy, offered the following prayer:

Eternal God, we give You thanks for giving us another day.

Once again, we come to You to ask wisdom, patience, peace, and understanding for the Members of this people's House. The words and sentiments that have been spoken and heard in these recent days were born of principle, conviction, and commitment.

We ask discernment for the Members, that they might judge anew their adherence to principle, conviction, and commitment, lest they slide uncharitably toward an inability to listen to one another and work cooperatively to solve the important issues of our day.

Give them the generosity of heart and the courage of true leadership to work toward a common solution, with sacrifice on both sides.

Finally, as they return to their respective districts, may they be open to the hopes and desires of their constituents, while being equally attentive to the needs of our Nation at large.

May all that is done this day be for Your greater honor and glory.

Amen.

THE JOURNAL

The SPEAKER. The Chair has examined the Journal of the last day's proceedings and announces to the House his approval thereof.

Pursuant to clause 1, rule I, the Journal stands approved.

PLEDGE OF ALLEGIANCE

The SPEAKER. Will the gentleman from Minnesota (Mr. PAULSEN) come forward and lead the House in the Pledge of Allegiance.

Mr. PAULSEN led the Pledge of Allegiance as follows:

> I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

ANNOUNCEMENT BY THE SPEAKER

The SPEAKER. The Chair will entertain up to 5 requests for 1-minute speeches on each side of the aisle.

KIDNAPPING OF SCHOOL GIRLS IN NIGERIA

(Mr. PAULSEN asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. PAULSEN. Mr. Speaker, we have all heard about the horrific and evil acts occurring in the country of Nigeria. Hundreds of young girls have been kidnapped by the terrorist group Boko Haram and are currently being held in captivity.

What did these girls do that Boko Haram considered wrong? They simply were attending school.

As the father of four daughters, I can only imagine the anguish the families of these girls are experiencing as their loved ones are threatened to be sold into slavery. The international community cannot sit idly by while these atrocities occur.

I applaud the steps taken by the administration to send resources to the Nigerian Government to aid with the search, but more can still be done. The President needs to push for Boko Haram to be added to the United Nations Security Council's al Qaeda sanctions list to weaken their power in the region.

Mr. Speaker, whether domestically or internationally, we need to make sure that we remain vigilant against those that wish to harm and exploit young children.

TAX CREDITS

(Mr. HOYER asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. HOYER. Mr. Speaker, in just a few short minutes, we will demonstrate whether this House does or does not have fiscal responsibility.

We ought to extend the research and development tax credit to help businesses invest in innovation—and we ought to do it permanently. But Republicans are asking us to do so without paying for it, which would add $155 billion to the deficit. Once again, they are ignoring fiscal responsibility when it comes to tax cuts.

In 1981, 2001, and 2003, Republicans passed tax cuts without paying for them, and the outcome every time was predictable—an increase in our debt.

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Under President Reagan, it was a 189 percent increase. He could have vetoed any spending bill. Under President George W. Bush, there was an 86 percent increase in the national debt.

Economists agree that tax cuts do not pay for themselves. In 2010, former Reagan budget director David Stockman said this:

> This debt explosion has resulted not from big spending by the Democrats but instead the Republican Party's embrace about three decades ago of the insidious doctrine that deficits don't matter if they result from tax cuts.

USA Today says:

> House action on ''tax extenders'' forfeits credibility on deficits and national debt.

They are right.

Vote ''no.''

SUCCESS AND OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS ACT

(Mrs. BROOKS of Indiana asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Mrs. BROOKS of Indiana. Mr. Speaker, I rise today in support of the Success and Opportunity Through Quality Charter Schools Act.

In this day and age, we must recognize that no single educational model will meet the needs of every child. We need multiple pathways to success that empower educators, parents, and students.

I recently visited the Indiana Math and Science Academy North, a college prep charter school in Indianapolis. IMSA North is helping students like Samuel, who was not being challenged academically at his old school. He moved to IMSA North in 2010 and has been a star student ever since. In fact, he received the sixth-highest score in robotics at this year's First Tech Challenge World Championships. His parents say IMSA has answered their prayers.

This legislation will help more students like Samuel thrive. It provides grants for quality charter schools and gives States the flexibility to support innovative school models. It will ensure charter schools can find suitable facilities and will encourage more collaboration between traditional public schools.

Mr. Speaker, let's give every child access to a great education. Let's pass the Success and Opportunity Through Quality Charter Schools Act.

HONORING BILL FRANK, JR.

(Mr. KILMER asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. KILMER. Mr. Speaker, earlier this week, the Pacific Northwest—and America—lost a true legend.

Billy Frank, Jr., the chairman of the Northwest Indian Fisheries Commission, made his mark on so many people and so many issues. His legacy on civil rights issues, on ensuring America lives up to its tribal treaty obligations and protecting our natural resources, has touched generations past and present.

When Billy spoke, you listened. We saw that firsthand just 2 weeks ago, when he commanded a room at a tribal summit in my district that included tribal leaders, Federal officials, and the Secretary of the Interior.

After a recent meeting with Billy, I was walking to my car with a member of my staff. Midway there, I said, Hold on for a second. He asked me what was up. I said, Can we just take a minute and appreciate the fact that we got to spend a few hours with an absolute icon.

I will treasure those hours, the entire time I spent with Billy, and the extraordinary work that he did for our region.

There is a Native American proverb that says we should make decisions with an eye toward how they will affect our children seven generations into the future. Billy Frank was the embodiment of that ethos. He will be missed.

HONORING JAN THAYER

(Mr. SMITH of Nebraska asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. SMITH of Nebraska. Mr. Speaker, I rise today to honor Jan Thayer of Grand Island, Nebraska, who passed away on May 3 after a long battle with cancer.

Jan was a successful businesswoman and entrepreneur, a community leader, and a friend to many. During her long career she was recognized with many awards, including The Grand Island Independent newspaper's Woman of the Year, the University of Nebraska's Businesswoman of the Year and Entrepreneur of the Year, and she was named a member of the Nebraska Business Hall of Fame.

These honors are a great testament not only to her tireless work ethic but also to her dedication to her community.

I extend my deepest sympathies to her husband, Ernie, and their family.

I ask my colleagues to join me in honoring Jan and the incredible legacy of service and big-heartedness she has left behind.

THE IMPORTANCE OF COMPETITION AND AMERICAN JOBS IN THE TELECOMMUNICATIONS SECTOR

(Mr. GENE GREEN of Texas asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. GENE GREEN of Texas. Mr. Speaker, I rise today to draw attention to an issue I think should concern us all.

Americans increasingly rely on high-quality and reasonably priced telecommunications services for almost everything they do. Key to providing that service is a robust and competitive market in wireless communications which drives innovation, keeps costs low, and employs tens of thousands of Americans in good, stable jobs. Safeguarding this competition and these jobs is our responsibility.

With that in mind, I find the actions taken by Sprint over the past year since its acquisition by the Japanese firm SoftBank particularly troubling. In that time, Sprint laid off more than 2,700 call center workers. Almost 900 whom were in my home State of Texas.

Now, rumors exist that Sprint is preparing to buy T-Mobile. FCC Chairman Tom Wheeler and Assistant Attorney General Bill Baer have expressed strong skepticism about this potential merger because they believe, as I do, that competition drives innovation and lower prices in the marketplace.

Coupled with Sprint's recent layoffs, Congress must take a careful and critical look at this deal, if and when it is announced, and stand up for what is best for American consumers and American jobs.

UNITED WAY ERIE

(Mr. THOMPSON of Pennsylvania asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. THOMPSON of Pennsylvania. Mr. Speaker, today, I rise to recognize the work of United Way Erie in Erie County, Pennsylvania, which this month celebrated its 100th annual campaign to eradicate poverty and improve the lives of local individuals and families.

Each year, on average, United Way Erie touches the life of one out of every three residents in Erie County. In 2013, over 100,000 men, women, and children were helped by the United Way and its supporters.

Last year, United Way Erie put forward an ambitious goal, which is to reduce the number of Erie families struggling to meet their basic needs by one-third between now and 2025. As a result of this new initiative, they have raised over $6.1 million during 2013, which was the largest fundraising campaign ever for United Way Erie.

Mr. Speaker, through bold new ideas and innovative charitable efforts United Way Erie is making a difference. I congratulate them on this 100th campaign anniversary and thank the generations of caring community supporters for their work to help those most in need find a helping hand.

MOTHER'S DAY

(Ms. FRANKEL of Florida asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. FRANKEL of Florida. Mr. Speaker, this Sunday, on Mother's Day, we

celebrate the blessings of our moms. In deep appreciation, we give them candy, cards, and beautiful flowers.

With that said, what our moms really deserve is an economy where women are given equal pay for equal work.

Sadly, today, in the United States of America, women earn only 77 cents for every dollar earned by their male colleagues.

So I respectfully suggest that on this Mother's Day we as a Nation commit to pay equity for all, regardless of gender.

And to my own mother, I thank you for your zest of life, unwavering encouragement, unconditional love, and your matzo ball soup.

Thank you, Mother.

Happy Mother's Day.

SUCCESS AND OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS ACT

(Mr. TAKANO asked and was given permission to address the House for 1 minute.)

Mr. TAKANO. Mr. Speaker, I rise today in support of the enhanced equity, accountability, and transparency measures in H.R. 10, the Success and Opportunity Through Quality Charter Schools Act. This legislation would require charter authorizers, charter management organizations, and charter schools receiving grants through the charter school program to adhere to higher standards and become more accountable.

Too often, charter schools are unwilling to take the most at-risk and in-need students, or give up on these students far too soon. That needs to end. With H.R. 10, applicants for CSP grants would be required to describe how they would serve students with disabilities and those who are English learners. It would also require grant recipients to assist sub-grantees in enrolling, recruiting, and retaining traditionally underserved students at rates comparable to public schools.

My vote today on H.R. 10 is not a vote in favor of charters. Charter schools are a part of our education system, and my vote is to make them more equitable, accountable, transparent, and of high quality.

□ 0915

AMERICAN RESEARCH AND COMPETITIVENESS ACT OF 2014

The SPEAKER pro tempore (Mr. YODER). Pursuant to clause 1(c) of rule XIX, further consideration of H.R. 4438 will now resume.

The Clerk read the title of the bill.

MOTION TO RECOMMIT

Mrs. KIRKPATRICK. Mr. Speaker, I have a motion to recommit at the desk.

The SPEAKER pro tempore. Is the gentlewoman opposed to the bill?

Mrs. KIRKPATRICK. I am opposed to it in its current form.

The SPEAKER pro tempore. The Clerk will report the motion to recommit.

The Clerk read as follows:

Mrs. Kirkpatrick moves to recommit the bill H.R. 4438 to the Committee on Ways and Means with instructions to report the same back to the House forthwith with the following amendment:

Add at the end the following:

(e) STRENGTHENING AMERICA'S MIDDLE CLASS.—Section 41(b)(2)(A)(i) of such Code is amended by striking ''such employee,'' and inserting ''such employee, but only if the taxpayer pays women employees equal pay for equal work and, in hiring employees, the taxpayer gives priority to unemployed American workers, particularly veterans, and does not outsource American jobs to foreign workers,''.

(f) ENSURING THAT TAX CUTS FOR CORPORATIONS ARE OFFSET.—Nothing in this Act shall result in an increase in the deficit.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Arizona is recognized for 5 minutes in support of her motion.

Mrs. KIRKPATRICK. Mr. Speaker, this is the final amendment to the bill, which will not kill the bill nor send it back to committee. If adopted, this bill will immediately proceed to final passage, as amended.

Mr. Speaker, this bill is fiscally irresponsible. It is an unpaid-for bill that costs $156 billion. When combined with the other six permanent tax extenders passed by Republicans on the Ways and Means Committee, the combined cost of all six bills is $310 billion. Not $1 of these bills is paid for, not $1 to offset the cost.

They do not close one special interest, corporate tax loophole to offset the cost of these bills.

The bill threatens so many critical programs that we care about. It threatens tax extender provisions that are not included, the new markets tax credit, the work opportunity tax credit for veterans, and renewable energy incentives.

The bill also threatens enhancements made to refundable tax credits for working families that expire in 2017, the child tax credit, the earned income tax credit, the American opportunity tax credit for education.

Republicans may have turned off, at the eleventh hour, the automatic spending cuts that would have resulted from passing this legislation after we called them out for it. What isn't done with one hand by them will be done with the other.

Republicans will add to the deficit. Let me make that clear. Republicans will add to the deficit and then automatically use that to push for harmful cuts elsewhere.

The Ryan budget lays out where the Republicans will make the cuts. They will make cuts to education, Head Start programs, and K–12 education. They will make cuts to medical research, such as the important work done by the National Institutes of Health.

On the other hand, medical research is one type of research that they seek to incentivize with this bill. On the other hand, they are cutting programs at the National Institutes of Health.

Do you get my drift here?

They will make cuts to Medicare, Medicaid, and other health programs to the tune of $2.9 trillion. They will make cuts to transportation, $52 billion.

This bill throws the Republican budget so out of balance—the first opportunity they have to go against their budget, they take it—they had to waive their own rules to make this bill work.

Chairman CAMP made this provision permanent in his tax reform bill and paid for the provisions. He paid for it. The President made this provision permanent, and he has offsets to cover the cost in his budget.

We should have time to look and find common pay-fors and pass this bill in a fiscally responsible manner.

Again, I support the R&D tax credit, as do the vast majority of the members of our Caucus, but we do not support this bill.

I ask for a ''yes ''vote on my motion.

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

Mr. CAMP. Mr. Speaker, I am opposed to the motion.

The SPEAKER pro tempore. The gentleman from Michigan is recognized for 5 minutes.

Mr. CAMP. Mr. Speaker, this economy isn't growing. Last quarter's GDP showed 0.1 percent economic growth. It is essentially flat.

Do we have any pro-growth ideas or policies coming from the other side? None. They seem to be happy with the way things are. But, frankly, Americans aren't. Americans think the country is going in the wrong direction. Americans think things aren't going to get better because—you know what?—they haven't been. Median incomes have been declining. So what we need to do is adopt something that is pro-growth.

This is a policy that has wide bipartisan support. Republicans and Democrats have long supported the research and development tax credit. Do you know why? Because it allows companies to innovate, to create and refine medical products that help extend and make people's lives better. It helps small companies like one in my home State of Michigan that actually makes footwear for our soldiers and men and women in harm's way, and they continue to refine that product as they meet difficult conditions overseas.

We need to innovate and grow. Democrats 71 times voted to extend this provision, unpaid for. The President, when he was in the Senate, voted twice to extend the R&D credit without paying for it. The President, twice, as President of the United States signed legislation that twice extended this credit without paying for it.

Look, let's stop the charade. Let's be honest. This credit will be extended. Let's give businesses the certainty

they need, employers, so they can grow and invest and create jobs, so that everyone can get higher wages, so we can reverse this terrible trend of incomes declining.

Let's raise wages for everyone. Let's adopt a permanent R&D tax credit.

Vote against this motion and vote for the bill.

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

The SPEAKER pro tempore. Without objection, the previous question is ordered on the motion to recommit.

There was no objection.

The SPEAKER pro tempore. The question is on the motion to recommit.

The question was taken; and the Speaker pro tempore announced that the noes appeared to have it.

Mrs. KIRKPATRICK. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 9 of rule XX, the Chair will reduce to 5 minutes the minimum time for any electronic vote on the question of passage of the bill.

The vote was taken by electronic device, and there were—yeas 191, nays 209, not voting 31, as follows:

[Roll No. 210]

YEAS—191

Barber
Barrow (GA)
Bass
Beatty
Becerra
Bera (CA)
Bishop (NY)
Blumenauer
Bonamici
Brady (PA)
Braley (IA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Cartwright
Castor (FL)
Castro (TX)
Chu
Cicilline
Clark (MA)
Clarke (NY)
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
Delaney
DeLauro
DelBene
Deutch
Dingell
Doggett
Doyle
Duckworth
Edwards
Ellison
Engel
Enyart
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Garcia
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hanabusa
Heck (WA)
Higgins
Himes
Hinojosa
Holt
Honda
Horsford
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Jones
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lee (CA)
Levin
Lewis
Lipinski
Loebsack
Lofgren
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maffei
Maloney, Carolyn
Maloney, Sean
Matheson
Matsui
McCarthy (NY)
McCollum
McDermott
McGovern
McIntyre
McNerney
Meeks
Meng
Michaud
Miller, George
Moore
Moran
Murphy (FL)
Nadler
Napolitano
Neal
Negrete McLeod
Nolan
O'Rourke
Owens
Pallone
Pascrell
Pastor (AZ)
Pelosi
Perlmutter
Peters (CA)
Peters (MI)
Peterson
Pingree (ME)
Pocan
Polis
Price (NC)
Quigley
Rahall
Rangel
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schneider
Schrader
Scott (VA)
Serrano
Sewell (AL)
Shea-Porter
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takano
Thompson (CA)
Thompson (MS)
Tierney
Titus
Tonko
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters
Waxman
Welch
Wilson (FL)
Yarmuth

NAYS—209

Aderholt
Amash
Amodei
Bachus
Barletta
Barr
Barton
Benishek
Bentivolio
Bishop (UT)
Black
Blackburn
Boustany
Brady (TX)
Bridenstine
Brooks (AL)
Brooks (IN)
Broun (GA)
Buchanan
Bucshon
Burgess
Byrne
Calvert
Camp
Campbell
Cantor
Capito
Carter
Cassidy
Chabot
Chaffetz
Coffman
Cole
Collins (GA)
Collins (NY)
Conaway
Cook
Cotton
Cramer
Crenshaw
Culberson
Daines
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Duncan (SC)
Duncan (TN)
Ellmers
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Gardner
Garrett
Gerlach
Gibbs
Gibson
Gingrey (GA)
Gohmert
Goodlatte
Gosar
Gowdy
Graves (GA)
Graves (MO)
Griffin (AR)
Griffith (VA)
Grimm
Guthrie
Hall
Hanna
Harris
Hastings (WA)
Heck (NV)
Hensarling
Herrera Beutler
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Issa
Jenkins
Johnson (OH)
Johnson, Sam
Jolly
Jordan
Joyce
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Labrador
LaMalfa
Lamborn
Lance
Lankford
Latham
Latta
LoBiondo
Long
Lucas
Luetkemeyer
Lummis
Marino
Massie
McCarthy (CA)
McCaul
McClintock
McHenry
McKeon
McKinley
McMorris Rodgers
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Miller, Gary
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Noem
Nugent
Nunes
Olson
Paulsen
Pearce
Perry
Petri
Pittenger
Pitts
Poe (TX)
Pompeo
Posey
Price (GA)
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rohrabacher
Rokita
Rooney
Ros-Lehtinen
Roskam
Ross
Rothfus
Royce
Ryan (WI)
Salmon
Sanford
Scalise
Schock
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Southerland
Stewart
Stivers
Stockman
Stutzman
Terry
Thompson (PA)
Thornberry
Tiberi
Tipton
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walorski
Weber (TX)
Webster (FL)
Wenstrup
Westmoreland
Wilson (SC)
Wittman
Wolf
Womack
Woodall
Yoder
Yoho
Young (IN)

NOT VOTING—31

Bachmann
Bilirakis
Bishop (GA)
Carson (IN)
Clay
Coble
Crawford
DeGette
Diaz-Balart
Duffy
Frelinghuysen
Granger
Harper
Hartzler
Hastings (FL)
Hurt
Kingston
Marchant
McAllister
Nunnelee
Palazzo
Payne
Reed
Runyan
Rush
Schwartz
Scott, David
Smith (TX)
Whitfield
Williams
Young (AK)

□ 0949

Messrs. COLLINS of Georgia, MULLIN, McCAUL, KING of Iowa, WEBSTER, MULVANEY, and ROGERS of Alabama changed their vote from ''yea'' to ''nay.''

Messrs. DOYLE, LARSEN of Washington, ELLISON, and HOYER changed their vote from ''nay'' to ''yea.''

So the motion to recommit was rejected.

The result of the vote was announced as above recorded.

Stated for:

Mr. CARSON of Indiana. Mr. Speaker, on May 9, 2014, I missed rollcall vote 210. Had I been present, I would have voted "yes."

The SPEAKER pro tempore. The question is on the passage of the bill.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. LEVIN. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. This will be a 5-minute vote.

The vote was taken by electronic device, and there were—yeas 274, nays 131, not voting 26, as follows:

[Roll No. 211]

YEAS—274

Aderholt
Amash
Amodei
Bachus
Barber
Barletta
Barr
Barrow (GA)
Barton
Benishek
Bentivolio
Bera (CA)
Bilirakis
Bishop (UT)
Black
Blackburn
Blumenauer
Boustany
Brady (TX)
Braley (IA)
Bridenstine
Brooks (AL)
Brooks (IN)
Broun (GA)
Brownley (CA)
Buchanan
Bucshon
Burgess
Bustos
Byrne
Calvert
Camp
Cantor
Capito
Capps
Capuano
Carter
Cassidy
Chabot
Chaffetz
Clark (MA)
Coffman
Cole
Collins (GA)
Collins (NY)
Conaway
Connolly
Cook
Cotton
Courtney
Cramer
Crenshaw
Culberson
Daines
Davis, Rodney
Delaney
DelBene
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Duncan (SC)
Duncan (TN)
Ellmers
Enyart
Esty
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foster
Foxx
Franks (AZ)
Frelinghuysen
Gallego
Garamendi
Garcia
Gardner
Garrett
Gerlach
Gibbs
Gibson
Gingrey (GA)
Gohmert
Goodlatte
Gosar
Gowdy
Graves (GA)
Graves (MO)
Griffin (AR)
Griffith (VA)
Grimm
Guthrie
Hall
Hanna
Harris
Hastings (WA)
Heck (NV)
Heck (WA)
Hensarling
Herrera Beutler
Holding
Holt
Honda
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Issa
Jenkins
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Keating
Kelly (PA)
Kennedy
Kilmer
King (IA)
King (NY)
Kinzinger (IL)
Kline
Kuster
Labrador
LaMalfa
Lamborn
Lance
Langevin
Lankford
Larson (CT)
Latham
Latta
LoBiondo
Loebsack
Long
Lucas
Luetkemeyer
Lujan Grisham (NM)
Lummis
Lynch
Maffei
Maloney, Carolyn
Maloney, Sean
Marino
Massie
Matheson
McCarthy (CA)
McCaul
McClintock
McHenry
McIntyre
McKeon
McKinley
McMorris Rodgers
McNerney
Meadows
Meehan
Messer
Mica
Michaud
Miller (FL)
Miller (MI)
Miller, Gary
Moran
Mullin
Mulvaney
Murphy (FL)
Murphy (PA)
Neal
Negrete McLeod
Neugebauer
Noem

Nolan
Nugent
Nunes
Olson
Pascrell
Paulsen
Pearce
Perry
Peters (CA)
Peters (MI)
Peterson
Petri
Pingree (ME)
Pittenger
Pitts
Poe (TX)
Pompeo
Posey
Price (GA)
Rahall
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rohrabacher
Rokita
Rooney
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Ross
Rothfus
Royce
Ruiz
Ryan (OH)
Ryan (WI)
Salmon
Sánchez, Linda T.
Sanchez, Loretta
Sanford
Scalise
Schneider
Schock
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shea-Porter
Shimkus
Shuster
Simpson
Sinema
Smith (MO)
Smith (NE)
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Southerland
Stewart
Stivers
Stockman
Stutzman
Swalwell (CA)
Terry
Thompson (PA)
Thornberry
Tiberi
Tierney
Tipton
Titus
Tonko
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walorski
Walz
Weber (TX)
Webster (FL)
Wenstrup
Westmoreland
Wilson (SC)
Wittman
Wolf
Womack
Woodall
Yoder
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Beatty
Becerra
Bishop (NY)
Bonamici
Brady (PA)
Brown (FL)
Butterfield
Campbell
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Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu
Cicilline
Clarke (NY)
Cleaver
Clyburn
Cohen
Conyers
Cooper
Costa
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
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Deutch
Dingell
Doggett
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Duckworth
Edwards
Ellison
Engel
Eshoo
Farr
Fattah
Frankel (FL)
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Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hanabusa
Higgins
Himes
Hinojosa
Horsford
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Kelly (IL)
Kildee
Kind
Kirkpatrick
Larsen (WA)
Lee (CA)
Levin
Lewis
Lipinski
Lofgren
Lowenthal
Lowey
Luján, Ben Ray (NM)
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Pastor (AZ)
Payne
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Perlmutter
Pocan
Polis
Price (NC)
Quigley
Rangel
Richmond
Roybal-Allard
Ruppersberger
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Serrano
Sewell (AL)
Sherman
Sires
Slaughter
Smith (WA)
Speier
Takano
Thompson (CA)
Thompson (MS)
Tsongas
Van Hollen
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Veasey
Vela
Velázquez
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Wasserman Schultz
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Waxman
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Bishop (GA)
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Crawford
DeGette
Duffy
Granger
Harper
Hartzler
Hastings (FL)
Hurt
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Marchant
McAllister
Nunnelee
Palazzo
Reed
Runyan
Rush
Schwartz
Scott, David
Smith (TX)
Whitfield
Williams
Young (AK)

□ 0958

So the bill was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

Stated for:

Ms. GRANGER. Mr. Speaker, on rollcall No. 211, due to a previously scheduled, and very important, constituent event in my district, I will not be present for this vote. Had I been present, I would have voted "yea."

PERSONAL EXPLANATION

Mrs. HARTZLER. Mr. Speaker, on Friday, May 9, 2014, I was unable to vote. Had I been present, I would have voted as follows: on rollcall No. 210, "nay," on rollcall No. 211, "yea."

REMOVAL OF NAME OF MEMBER AS COSPONSOR OF H.R. 4615

Mr. KING of New York. Mr. Speaker, I ask unanimous consent that the gentleman from California (Mr. PETERS) be removed as cosponsor of H.R. 4615.

The SPEAKER pro tempore (Mr. RODNEY DAVIS of Illinois). Is there objection to the request of the gentleman from New York?

There was no objection.

SUCCESS AND OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS ACT

The SPEAKER pro tempore. Pursuant to House Resolution 576 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. 10.

Will the gentleman from Kansas (Mr. YODER) kindly take the chair.

□ 1000

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. 10) to amend the charter school program under the Elementary and Secondary Education Act of 1965, with Mr. YODER (Acting Chair) in the chair.

The Clerk read the title of the bill.

The Acting CHAIR. When the Committee of the Whole rose on Thursday, May 8, 2014, all time for general debate had expired.

Pursuant to the rule, the bill shall be considered for amendment under the 5-minute rule.

Pursuant to the rule, the amendment in the nature of a substitute recommended by the Committee on Education and the Workforce, printed in the bill, shall be considered as an original bill for the purpose of amendment under the 5-minute rule and shall be considered read.

The text of the committee amendment in the nature of a substitute is as follows:

H.R. 10

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 ''Success and Opportunity through Quality Charter Schools Act''.

SEC. 2. REFERENCES.

Except as otherwise specifically provided, whenever in this Act a section or other provision is amended or repealed, such amendment or repeal shall be considered to be made to that section or other provision of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

SEC. 3. SUBPART HEADING; PURPOSE.

*(a) SUBPART HEADING.—The heading for subpart 1 of part B of title V (20 U.S.C. 7221 et seq.) is amended to read as follows: ''**Charter School Program**''.*

(b) PURPOSE.—Section 5201 (20 U.S.C. 7221) is amended to read as follows:

''SEC. 5201. PURPOSE.

''It is the purpose of this subpart to—

''(1) improve the United States education system and education opportunities for all Americans by supporting innovation in public education in public school settings that prepare students to compete and contribute to the global economy;

''(2) provide financial assistance for the planning, program design, and initial implementation of charter schools;

''(3) expand the number of high-quality charter schools available to students across the Nation;

''(4) evaluate the impact of such schools on student achievement, families, and communities, and share best practices between charter schools and other public schools;

''(5) encourage States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount the States have typically provided for traditional public schools;

''(6) improve student services to increase opportunities for students with disabilities, limited English proficient students, and other traditionally underserved students to attend charter schools and meet challenging State academic achievement standards;

''(7) support efforts to strengthen the charter school authorizing process to improve performance management, including transparency, oversight, monitoring, and evaluation of such schools; and

''(8) support quality accountability and transparency in the operational performance of all authorized public chartering agencies, which include State educational agencies, local educational agencies, and other authorizing entities.''.

SEC. 4. PROGRAM AUTHORIZED.

Section 5202 (20 U.S.C. 7221a) is amended to read as follows:

''SEC. 5202. PROGRAM AUTHORIZED.

''(a) IN GENERAL.—This subpart authorizes the Secretary to carry out a charter school program that supports charter schools that serve elementary school and secondary school students by—

''(1) supporting the startup of charter schools, and the replication and expansion of high-quality charter schools;

''(2) assisting charter schools in accessing credit to acquire and renovate facilities for school use; and

''(3) carrying out national activities to support—

''(A) charter school development;

''(B) the dissemination of best practices of charter schools for all schools;

''(C) the evaluation of the impact of the program on schools participating in the program; and

''(D) stronger charter school authorizing.

''(b) FUNDING ALLOTMENT.—From the amount made available under section 5211 for a fiscal year, the Secretary shall—

''(1) reserve 12.5 percent to support charter school facilities assistance under section 5204;

''(2) reserve not more than 10 percent to carry out national activities under section 5205; and

''(3) use the remaining amount after the Secretary reserves funds under paragraphs (1) and (2) to carry out section 5203.

''(c) PRIOR GRANTS AND SUBGRANTS.—The recipient of a grant or subgrant under this subpart or subpart 2, as such subpart was in effect

on the day before the date of enactment of the Success and Opportunity through Quality Charter Schools Act, shall continue to receive funds in accordance with the terms and conditions of such grant or subgrant.''.

SEC. 5. GRANTS TO SUPPORT HIGH-QUALITY CHARTER SCHOOLS.

Section 5203 (20 U.S.C. 7221b) is amended to read as follows:

''SEC. 5203. GRANTS TO SUPPORT HIGH-QUALITY CHARTER SCHOOLS.

''(a) IN GENERAL.—From the amount reserved under section 5202(b)(3), the Secretary shall award grants to State entities having applications approved pursuant to subsection (f) to enable such entities to—

''(1) award subgrants to eligible applicants for opening and preparing to operate—

''(A) new charter schools;

''(B) replicated, high-quality charter school models; or

''(C) expanded, high-quality charter schools; and

''(2) provide technical assistance to eligible applicants and authorized public chartering agencies in carrying out the activities described in paragraph (1) and work with authorized public chartering agencies in the State to improve authorizing quality.

''(b) STATE USES OF FUNDS.—

''(1) IN GENERAL.—A State entity receiving a grant under this section shall—

''(A) use not less than 90 percent of the grant funds to award subgrants to eligible applicants, in accordance with the quality charter school program described in the State entity's application approved pursuant to subsection (f), for the purposes described in subparagraphs (A) through (C) of subsection (a)(1);

''(B) reserve not less than 7 percent of such funds to carry out the activities described in subsection (a)(2); and

''(C) reserve not more than 3 percent of such funds for administrative costs which may include technical assistance.

''(2) CONTRACTS AND GRANTS.—A State entity may use a grant received under this section to carry out the activities described in subparagraphs (A) and (B) of paragraph (1) directly or through grants, contracts, or cooperative agreements.

''(3) RULE OF CONSTRUCTION.—Nothing in this Act shall prohibit the Secretary from awarding grants to States that use a weighted lottery to give slightly better chances for admission to all, or a subset of, educationally disadvantaged students if—

''(A) the use of weighted lotteries in favor of such students is not prohibited by State law, and such State law is consistent with laws described in section 5210(1)(G); and

''(B) such weighted lotteries are not used for the purpose of creating schools exclusively to serve a particular subset of students.

''(c) PROGRAM PERIODS; PEER REVIEW; GRANT NUMBER AND AMOUNT; DIVERSITY OF PROJECTS; WAIVERS.—

''(1) PROGRAM PERIODS.—

''(A) GRANTS.—A grant awarded by the Secretary to a State entity under this section shall be for a period of not more than 5 years.

''(B) SUBGRANTS.—A subgrant awarded by a State entity under this section shall be for a period of not more than 5 years, of which an eligible applicant may use not more than 18 months for planning and program design.

''(2) PEER REVIEW.—The Secretary, and each State entity receiving a grant under this section, shall use a peer review process to review applications for assistance under this section.

''(3) GRANT AWARDS.—The Secretary shall—

''(A) for each fiscal year for which funds are appropriated under section 5211—

''(i) award not less than 3 grants under this section;

''(ii) wholly fund each grant awarded under this section, without making continuation awards; and

''(iii) fully obligate the funds appropriated for the purpose of awarding grants under this section in the fiscal year for which such grants are awarded; and

''(B) midway through the grant period of each grant awarded under this section to a State entity, review the grant to determine whether the State entity will meet the agreed upon uses of funds in the State entity's application, and if not, reallot the grant funds that will not be used for such agreed upon uses of funds to other State entities during the succeeding grant competition under this section.

''(4) DIVERSITY OF PROJECTS.—Each State entity receiving a grant under this section shall award subgrants under this section in a manner that, to the extent possible, ensures that such subgrants—

''(A) are distributed throughout different areas, including urban, suburban, and rural areas; and

''(B) will assist charter schools representing a variety of educational approaches.

''(5) WAIVERS.—The Secretary may waive any statutory or regulatory requirement over which the Secretary exercises administrative authority except any such requirement relating to the elements of a charter school described in section 5210(1), if—

''(A) the waiver is requested in an approved application under this section; and

''(B) the Secretary determines that granting such a waiver will promote the purpose of this subpart.

''(d) LIMITATIONS.—

''(1) GRANTS.—A State entity may not receive more than 1 grant under this section for a 5-year period.

''(2) SUBGRANTS.—An eligible applicant may not receive more than 1 subgrant under this section per individual charter school for a 5-year period, unless the eligible applicant demonstrates to the State entity not less than 3 years of improved educational results in the areas described in subparagraphs (A) and (D) of section 5210(8) for students enrolled in such charter school.

''(e) APPLICATIONS.—A State entity desiring to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require. The application shall include the following:

''(1) DESCRIPTION OF PROGRAM.—A description of the State entity's objectives under this section and how the objectives of the program will be carried out, including a description—

''(A) of how the State entity—

''(i) will support the opening of new charter schools, replicated, high-quality charter school models, or expanded, high-quality charter schools, and a description of the proposed number of each type of charter school or model, if applicable, to be opened under the State entity's program;

''(ii) will inform eligible charter schools, developers, and authorized public chartering agencies of the availability of funds under the program;

''(iii) will work with eligible applicants to ensure that the eligible applicants access all Federal funds that they are eligible to receive, and help the charter schools supported by the applicants and the students attending the charter schools—

''(I) participate in the Federal programs in which the schools and students are eligible to participate;

''(II) receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs; and

''(III) meet the needs of students served under such programs, including student with disabilities and English learners;

''(iv) will have clear plans and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools;

''(v) in the case in which the State entity is not a State educational agency—

''(I) will work with the State educational agency and the charter schools in the State to maximize charter school participation in Federal and State programs for charter schools; and

''(II) will work with the State educational agency to adequately operate the State entity's program under this section, where applicable;

''(vi) will ensure each eligible applicant that receives a subgrant under the State entity's program to open and prepare to operate a new charter school, a replicated, high-quality charter school model, or an expanded, high-quality charter school—

''(I) will ensure such school or model meets the requirements under section 5210(1); and

''(II) is prepared to continue to operate such school or model, in a manner consistent with the eligible applicant's application, after the subgrant funds have expired;

''(vii) will support charter schools in local educational agencies with large numbers of schools identified by the State for improvement;

''(viii) will work with charter schools to promote inclusion of all students and support all students once they are enrolled to promote retention;

''(ix) will work with charter schools on recruitment practices, including efforts to engage groups that may otherwise have limited opportunities to participate in charter schools, and to ensure such schools do not have in effect policies or procedures that may create barriers to enrollment of students, including educationally disadvantaged students, and are in compliance with all Federal and State laws on enrollment practices;

''(x) will share best and promising practices between charter schools and other public schools, including, where appropriate, instruction and professional development in core academic subjects, and science, technology, engineering, and math education, including computer science;

''(xi) will ensure the charter schools receiving funds under the State entity's program meet the educational needs of their students, including students with disabilities and English learners;

''(xii) will support efforts to increase quality initiatives, including meeting the quality authorizing elements described in paragraph (2)(E);

''(xiii) in the case of a State entity not described in clause (xiv), will provide oversight of authorizing activity, including how the State will approve, actively monitor, and re-approve or revoke the authority of an authorized public chartering agency based on the performance of the charter schools authorized by such agency in the areas of student achievement, student safety, financial management, and compliance with all applicable statutes and regulations; and

''(xiv) in the case of a State entity defined in subsection (i)(4), will work with the State to provide assistance to and oversight of authorized public chartering agencies for authorizing activity described in clause (xiii);

''(B) of the extent to which the State entity—

''(i) is able to meet and carry out the priorities listed in subsection (f)(2); and

''(ii) is working to develop or strengthen a cohesive statewide system to support the opening of new charter schools, replicated, high-quality charter school models, or expanded, high-quality charter schools;

''(C) of how the State entity will carry out the subgrant competition, including—

''(i) a description of the application each eligible applicant desiring to receive a subgrant will submit, including—

''(I) a description of the roles and responsibilities of eligible applicants, partner organizations, and management organizations, including the administrative and contractual roles and responsibilities;

''(II) a description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved,

such as a contract or performance agreement, how a school's performance in the State's academic accountability system will be a primary factor for renewal or revocation of the school's charter, and how the State entity and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school;

''(III) a description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school receiving funds under the State entity's program; and

''(IV) a description of the planned activities and expenditures for the subgrant funds for purposes of opening and preparing to operate a new charter school, a replicated, high-quality charter school model, or an expanded, high-quality charter school, and how the school or model will maintain financial sustainability after the end of the subgrant period; and

''(ii) a description of how the State entity will review applications;

''(D) in the case of an entity that partners with an outside organization to carry out the State entity's quality charter school program, in whole or in part, of the roles and responsibilities of this partner;

''(E) of how the State entity will help the charter schools receiving funds under the State entity's program consider the transportation needs of the schools' students; and

''(F) of how the State entity will support diverse charter school models, including models that serve rural communities.

''(2) ASSURANCES.—Assurances, including a description of how the assurances will be met, that—

''(A) each charter school receiving funds under the State entity's program will have a high degree of autonomy over budget and operations;

''(B) the State entity will support charter schools in meeting the educational needs of their students as described in paragraph (1)(A)(x);

''(C) the State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program—

''(i) adequately monitors each charter school in recruiting, enrolling, and meeting the needs of all students, including students with disabilities and English learners; and

''(ii) ensures that each charter school solicits and considers input from parents and other members of the community on the implementation and operation of the school;

''(D) the State entity will provide adequate technical assistance to eligible applicants to—

''(i) meet the objectives described in clauses (vii) and (viii) of paragraph (1)(A) and paragraph (2)(B); and

''(ii) recruit, enroll, and retain traditionally underserved students, including students with disabilities and English learners, at rates similar to traditional public schools;

''(E) the State entity will promote quality authorizing, such as through providing technical assistance and supporting all authorized public chartering agencies in the State to improve the oversight of their charter schools, including by—

''(i) assessing annual performance data of the schools, including, as appropriate, graduation rates and student academic growth;

''(ii) reviewing the schools' independent, annual audits of financial statements conducted in accordance with generally accepted accounting principles, and ensuring any such audits are publically reported; and

''(iii) holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;

''(F) the State entity will work to ensure that charter schools are included with the traditional public schools in decision-making about the public school system in the State; and

''(G) the State entity will ensure that each charter school in the State make publicly available, consistent with the dissemination requirements of the annual State report card, information to help parents make informed decisions about the education options available to their children, including information on the educational program, student support services, and annual performance and enrollment data for the groups of students described in section 1111(b)(2)(C)(v)(II).

''(3) REQUESTS FOR WAIVERS.—A request and justification for waivers of any Federal statutory or regulatory provisions that the State entity believes are necessary for the successful operation of the charter schools that will receive funds under the State entity's program under this section, and a description of any State or local rules, generally applicable to public schools, that will be waived, or otherwise not apply to such schools or, in the case of a State entity defined in subsection (i)(4), a description of how the State entity will work with the State to request necessary waivers where applicable.

''(f) SELECTION CRITERIA; PRIORITY.—

''(1) SELECTION CRITERIA.—The Secretary shall award grants to State entities under this section on the basis of the quality of the applications submitted under subsection (e), after taking into consideration—

''(A) the degree of flexibility afforded by the State's public charter school law and how the State entity will work to maximize the flexibility provided to charter schools under the law;

''(B) the ambitiousness of the State entity's objectives for the quality charter school program carried out under this section;

''(C) the quality of the strategy for assessing achievement of those objectives;

''(D) the likelihood that the eligible applicants receiving subgrants under the program will meet those objectives and improve educational results for students;

''(E) the State entity's plan to—

''(i) adequately monitor the eligible applicants receiving subgrants under the State entity's program;

''(ii) work with the authorized public chartering agencies involved to avoid duplication of work for the charter schools and authorized public chartering agencies; and

''(iii) provide adequate technical assistance and support for—

''(I) the charter schools receiving funds under the State entity's program; and

''(II) quality authorizing efforts in the State; and

''(F) the State entity's plan to solicit and consider input from parents and other members of the community on the implementation and operation of the charter schools in the State.

''(2) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to State entities to the extent that they meet the following criteria:

''(A) In the case of a State entity located in a State that allows an entity other than a local educational agency to be an authorized public chartering agency, the State has a quality authorized public chartering agency that is an entity other than a local educational agency.

''(B) The State entity is located in a State that does not impose any limitation on the number or percentage of charter schools that may exist or the number or percentage of students that may attend charter schools in the State.

''(C) The State entity is located in a State that ensures equitable financing, as compared to traditional public schools, for charter schools and students in a prompt manner.

''(D) The State entity is located in a State that uses charter schools and best practices from charter schools to help improve struggling schools and local educational agencies.

''(E) The State entity partners with an organization that has a demonstrated record of success in developing management organizations to support the development of charter schools in the State.

''(F) The State entity supports charter schools that support at-risk students through activities such as dropout prevention or dropout recovery.

''(G) The State entity authorizes all charter schools in the State to serve as school food authorities.

''(H) The State entity has taken steps to ensure that all authorizing public chartering agencies implement best practices for charter school authorizing.

''(g) LOCAL USES OF FUNDS.—An eligible applicant receiving a subgrant under this section shall use such funds to carry out activities related to opening and preparing to operate a new charter school, a replicated, high-quality charter school model, or an expanded, high-quality charter school, such as—

''(1) preparing teachers and school leaders, including through professional development;

''(2) acquiring equipment, educational materials, and supplies; and

''(3) necessary renovations and minor facilities repairs (excluding construction).

''(h) REPORTING REQUIREMENTS.—Each State entity receiving a grant under this section shall submit to the Secretary, at the end of the third year of the 5-year grant period and at the end of such grant period, a report on—

''(1) the number of students served by each subgrant awarded under this section and, if applicable, how many new students were served during each year of the subgrant period;

''(2) the progress the State entity made toward meeting the priorities described in subsection (f)(2), as applicable;

''(3) how the State entity met the objectives of the quality charter school program described in the State entity's application under subsection (e);

''(4) how the State entity complied with, and ensured that eligible applicants complied with, the assurances described in the State entity's application;

''(5) how the State entity worked with authorized public chartering agencies, including how the agencies worked with the management company or leadership of the schools that received subgrants under this section; and

''(6) the number of subgrants awarded under this section to carry out each of the following:

''(A) The opening of new charter schools.

''(B) The opening of replicated, high-quality charter school models.

''(C) The opening of expanded, high-quality charter schools.

''(i) STATE ENTITY DEFINED.—For purposes of this section, the term 'State entity' means—

''(1) a State educational agency;

''(2) a State charter school board;

''(3) a Governor of a State; or

''(4) a charter school support organization.''.

SEC. 6. FACILITIES FINANCING ASSISTANCE.

Section 5204 (20 U.S.C. 7221c) is amended to read as follows:

''SEC. 5204. FACILITIES FINANCING ASSISTANCE.

''(a) GRANTS TO ELIGIBLE ENTITIES.—

''(1) IN GENERAL.—From the amount reserved under section 5202(b)(1), the Secretary shall not use less than 50 percent to award grants to eligible entities that have the highest-quality applications approved under subsection (d), after considering the diversity of such applications, to demonstrate innovative methods of assisting charter schools to address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans or bond financing.

''(2) ELIGIBLE ENTITY DEFINED.—For purposes of this section, the term 'eligible entity' means—

''(A) a public entity, such as a State or local governmental entity;

''(B) a private nonprofit entity; or

''(C) a consortium of entities described in subparagraphs (A) and (B).

''(b) GRANTEE SELECTION.—The Secretary shall evaluate each application submitted under subsection (d), and shall determine whether the application is sufficient to merit approval.

''(c) GRANT CHARACTERISTICS.—Grants under subsection (a) shall be of a sufficient size, scope, and quality so as to ensure an effective demonstration of an innovative means of enhancing credit for the financing of charter school acquisition, construction, or renovation.

''(d) APPLICATIONS.—

''(1) IN GENERAL.—To receive a grant under subsection (a), an eligible entity shall submit to the Secretary an application in such form as the Secretary may reasonably require.

''(2) CONTENTS.—An application submitted under paragraph (1) shall contain—

''(A) a statement identifying the activities proposed to be undertaken with funds received under subsection (a), including how the eligible entity will determine which charter schools will receive assistance, and how much and what types of assistance charter schools will receive;

''(B) a description of the involvement of charter schools in the application's development and the design of the proposed activities;

''(C) a description of the eligible entity's expertise in capital market financing;

''(D) a description of how the proposed activities will leverage the maximum amount of private-sector financing capital relative to the amount of public funding used and otherwise enhance credit available to charter schools, including how the eligible entity will offer a combination of rates and terms more favorable than the rates and terms that a charter school could receive without assistance from the eligible entity under this section;

''(E) a description of how the eligible entity possesses sufficient expertise in education to evaluate the likelihood of success of a charter school program for which facilities financing is sought; and

''(F) in the case of an application submitted by a State governmental entity, a description of the actions that the entity has taken, or will take, to ensure that charter schools within the State receive the funding the charter schools need to have adequate facilities.

''(e) CHARTER SCHOOL OBJECTIVES.—An eligible entity receiving a grant under this section shall use the funds deposited in the reserve account established under subsection (f) to assist one or more charter schools to access private sector capital to accomplish one or more of the following objectives:

''(1) The acquisition (by purchase, lease, donation, or otherwise) of an interest (including an interest held by a third party for the benefit of a charter school) in improved or unimproved real property that is necessary to commence or continue the operation of a charter school.

''(2) The construction of new facilities, or the renovation, repair, or alteration of existing facilities, necessary to commence or continue the operation of a charter school.

''(3) The predevelopment costs required to assess sites for purposes of paragraph (1) or (2) and which are necessary to commence or continue the operation of a charter school.

''(f) RESERVE ACCOUNT.—

''(1) USE OF FUNDS.—To assist charter schools to accomplish the objectives described in subsection (e), an eligible entity receiving a grant under subsection (a) shall, in accordance with State and local law, directly or indirectly, alone or in collaboration with others, deposit the funds received under subsection (a) (other than funds used for administrative costs in accordance with subsection (g)) in a reserve account established and maintained by the eligible entity for this purpose. Amounts deposited in such account shall be used by the eligible entity for one or more of the following purposes:

''(A) Guaranteeing, insuring, and reinsuring bonds, notes, evidences of debt, loans, and interests therein, the proceeds of which are used for an objective described in subsection (e).

''(B) Guaranteeing and insuring leases of personal and real property for an objective described in subsection (e).

''(C) Facilitating financing by identifying potential lending sources, encouraging private lending, and other similar activities that directly promote lending to, or for the benefit of, charter schools.

''(D) Facilitating the issuance of bonds by charter schools, or by other public entities for the benefit of charter schools, by providing technical, administrative, and other appropriate assistance (including the recruitment of bond counsel, underwriters, and potential investors and the consolidation of multiple charter school projects within a single bond issue).

''(2) INVESTMENT.—Funds received under this section and deposited in the reserve account established under paragraph (1) shall be invested in obligations issued or guaranteed by the United States or a State, or in other similarly low-risk securities.

''(3) REINVESTMENT OF EARNINGS.—Any earnings on funds received under subsection (a) shall be deposited in the reserve account established under paragraph (1) and used in accordance with such paragraph.

''(g) LIMITATION ON ADMINISTRATIVE COSTS.—An eligible entity may use not more than 2.5 percent of the funds received under subsection (a) for the administrative costs of carrying out its responsibilities under this section (excluding subsection (k)).

''(h) AUDITS AND REPORTS.—

''(1) FINANCIAL RECORD MAINTENANCE AND AUDIT.—The financial records of each eligible entity receiving a grant under subsection (a) shall be maintained in accordance with generally accepted accounting principles and shall be subject to an annual audit by an independent public accountant.

''(2) REPORTS.—

''(A) GRANTEE ANNUAL REPORTS.—Each eligible entity receiving a grant under subsection (a) annually shall submit to the Secretary a report of its operations and activities under this section.

''(B) CONTENTS.—Each annual report submitted under subparagraph (A) shall include—

''(i) a copy of the most recent financial statements, and any accompanying opinion on such statements, prepared by the independent public accountant reviewing the financial records of the eligible entity;

''(ii) a copy of any report made on an audit of the financial records of the eligible entity that was conducted under paragraph (1) during the reporting period;

''(iii) an evaluation by the eligible entity of the effectiveness of its use of the Federal funds provided under subsection (a) in leveraging private funds;

''(iv) a listing and description of the charter schools served during the reporting period, including the amount of funds used by each school, the type of project facilitated by the grant, and the type of assistance provided to the charter schools;

''(v) a description of the activities carried out by the eligible entity to assist charter schools in meeting the objectives set forth in subsection (e); and

''(vi) a description of the characteristics of lenders and other financial institutions participating in the activities undertaken by the eligible entity under this section (excluding subsection (k)) during the reporting period.

''(C) SECRETARIAL REPORT.—The Secretary shall review the reports submitted under subparagraph (A) and shall provide a comprehensive annual report to Congress on the activities conducted under this section (excluding subsection (k)).

''(i) NO FULL FAITH AND CREDIT FOR GRANTEE OBLIGATION.—No financial obligation of an eligible entity entered into pursuant to this section (such as an obligation under a guarantee, bond, note, evidence of debt, or loan) shall be an obligation of, or guaranteed in any respect by, the United States. The full faith and credit of the United States is not pledged to the payment of funds which may be required to be paid under any obligation made by an eligible entity pursuant to any provision of this section.

''(j) RECOVERY OF FUNDS.—

''(1) IN GENERAL.—The Secretary, in accordance with chapter 37 of title 31, United States Code, shall collect—

''(A) all of the funds in a reserve account established by an eligible entity under subsection (f)(1) if the Secretary determines, not earlier than 2 years after the date on which the eligible entity first received funds under this section (excluding subsection (k)), that the eligible entity has failed to make substantial progress in carrying out the purposes described in subsection (f)(1); or

''(B) all or a portion of the funds in a reserve account established by an eligible entity under subsection (f)(1) if the Secretary determines that the eligible entity has permanently ceased to use all or a portion of the funds in such account to accomplish any purpose described in subsection (f)(1).

''(2) EXERCISE OF AUTHORITY.—The Secretary shall not exercise the authority provided in paragraph (1) to collect from any eligible entity any funds that are being properly used to achieve one or more of the purposes described in subsection (f)(1).

''(3) PROCEDURES.—The provisions of sections 451, 452, and 458 of the General Education Provisions Act 20 U.S.C. 124, 1234a, 1234g shall apply to the recovery of funds under paragraph (1).

''(4) CONSTRUCTION.—This subsection shall not be construed to impair or affect the authority of the Secretary to recover funds under part D of the General Education Provisions Act (20 U.S.C. 1234 et seq.).

''(k) PER-PUPIL FACILITIES AID PROGRAM.—

''(1) DEFINITION OF PER-PUPIL FACILITIES AID PROGRAM.—In this subsection, the term 'per-pupil facilities aid program' means a program in which a State makes payments, on a per-pupil basis, to charter schools to provide the schools with financing—

''(A) that is dedicated solely for funding charter school facilities; or

''(B) a portion of which is dedicated for funding charter school facilities.

''(2) GRANTS.—

''(A) IN GENERAL.—From the amount under section 5202(b)(1) remaining after the Secretary makes grants under subsection (a), the Secretary shall make grants, on a competitive basis, to States to pay for the Federal share of the cost of establishing or enhancing, and administering per-pupil facilities aid programs.

''(B) PERIOD.—The Secretary shall award grants under this subsection for periods of not more than 5 years.

''(C) FEDERAL SHARE.—The Federal share of the cost described in subparagraph (A) for a per-pupil facilities aid program shall be not more than—

''(i) 90 percent of the cost, for the first fiscal year for which the program receives assistance under this subsection;

''(ii) 80 percent in the second such year;

''(iii) 60 percent in the third such year;

''(iv) 40 percent in the fourth such year; and

''(v) 20 percent in the fifth such year.

''(D) STATE SHARE.—A State receiving a grant under this subsection may partner with 1 or more organizations to provide up to 50 percent of the State share of the cost of establishing or enhancing, and administering the per-pupil facilities aid program.

''(E) MULTIPLE GRANTS.—A State may receive more than 1 grant under this subsection, so long as the amount of such funds provided to charter schools increases with each successive grant.

''(3) USE OF FUNDS.—

''(A) IN GENERAL.—A State that receives a grant under this subsection shall use the funds made available through the grant to establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State of the applicant.

''(B) EVALUATIONS; TECHNICAL ASSISTANCE; DISSEMINATION.—From the amount made available to a State through a grant under this subsection for a fiscal year, the State may reserve not more than 5 percent to carry out evaluations, to provide technical assistance, and to disseminate information.

''(C) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this subsection shall be used to supplement, and not supplant, State and local public funds expended to provide per pupil facilities aid programs, operations financing programs, or other programs, for charter schools.

''(4) REQUIREMENTS.—

''(A) VOLUNTARY PARTICIPATION.—No State may be required to participate in a program carried out under this subsection.

''(B) STATE LAW.—

''(i) IN GENERAL.—Except as provided in clause (ii), to be eligible to receive a grant under this subsection, a State shall establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State, that—

''(I) is specified in State law; and

''(II) provides annual financing, on a per-pupil basis, for charter school facilities.

''(ii) SPECIAL RULE.—Notwithstanding clause (i), a State that is required under State law to provide its charter schools with access to adequate facility space, but which does not have a per-pupil facilities aid program for charter schools specified in State law, may be eligible to receive a grant under this subsection if the State agrees to use the funds to develop a per-pupil facilities aid program consistent with the requirements of this subsection.

''(5) APPLICATIONS.—To be eligible to receive a grant under this subsection, a State shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.''.

SEC. 7. NATIONAL ACTIVITIES.

Section 5205 (20 U.S.C. 7221d) is amended to read as follows:

''SEC. 5205. NATIONAL ACTIVITIES.

''(a) IN GENERAL.—From the amount reserved under section 5202(b)(2), the Secretary shall—

''(1) use not less than 75 percent of such funds to award grants in accordance with subsection (b); and

''(2) use not more than 25 percent of such funds to—

''(A) provide technical assistance to State entities in awarding subgrants under section 5203, and eligible entities and States receiving grants under section 5204;

''(B) disseminate best practices; and

''(C) evaluate the impact of the charter school program, including the impact on student achievement, carried out under this subpart.

''(b) GRANTS.—

''(1) IN GENERAL.—The Secretary shall make grants, on a competitive basis, to eligible applicants for the purpose of carrying out the activities described in section 5202(a)(1), subparagraphs (A) through (C) of section 5203(a)(1), and section 5203(g).

''(2) TERMS AND CONDITIONS.—Except as otherwise provided in this subsection, grants awarded under this subsection shall have the same terms and conditions as grants awarded to State entities under section 5203.

''(3) CHARTER MANAGEMENT ORGANIZATIONS.—The Secretary shall—

''(A) use not less than 75 percent of the funds described in subsection (a)(1) to make grants, on a competitive basis, to eligible applicants described in paragraph (4)(C); and

''(B) notwithstanding paragraphs (1)(A) and (2) of section 5203(f)—

''(i) award grants to eligible applicants on the basis of the quality of the applications submitted under this subsection; and

''(ii) in awarding grants to eligible applicants described in paragraph (4)(C), give priority to each such eligible applicant that—

''(I) demonstrates a high proportion of high-quality charter schools within the network of the eligible applicant;

''(II) demonstrates success in serving students who are educationally disadvantaged;

''(III) does not have a significant proportion of charter schools that have been closed, had their charter revoked for compliance issues, or had their affiliation with such eligible applicant revoked;

''(IV) has sufficient procedures in effect to ensure timely closure of low-performing or financially-mismanaged charter schools and clear plans and procedures in effect for the students in such schools to attend other high-quality schools; and

''(V) demonstrates success in working with schools identified for improvement by the State.

''(4) ELIGIBLE APPLICANT DEFINED.—For purposes of this subsection, the term 'eligible applicant' means an eligible applicant (as defined in section 5210) that—

''(A) desires to open a charter school in—

''(i) a State that did not apply for a grant under section 5203; or

''(ii) a State that did not receive a grant under section 5203; or

''(B) is a charter management organization.

''(c) CONTRACTS AND GRANTS.—The Secretary may carry out any of the activities described in this section directly or through grants, contracts, or cooperative agreements.''.

SEC. 8. RECORDS TRANSFER.

Section 5208 (20 U.S.C. 7221g) is amended—

(1) by inserting ''as quickly as possible and'' before ''to the extent practicable''; and

(2) by striking ''section 602'' and inserting ''section 602(14)''.

SEC. 9. DEFINITIONS.

Section 5210 (20 U.S.C. 7221i) is amended—

(1) by amending paragraph (1) to read as follows:

''(1) CHARTER SCHOOL.—The term 'charter school' means a public school that—

''(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;

''(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

''(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

''(D) provides a program of elementary or secondary education, or both;

''(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

''(F) does not charge tuition;

''(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Education Act, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), and section 444 of the General Education Provisions Act (20 U.S.C. 1232(g)) (commonly known as the 'Family Education Rights and Privacy Act of 1974');

''(H) is a school to which parents choose to send their children, and admits students on the basis of a lottery if more students apply for admission than can be accommodated, except that in cases in which students who are enrolled in a charter school affiliated (such as by sharing a network) with another charter school, those students may be automatically enrolled in the next grade level at such other charter school, so long as a lottery is used to fill seats created through regular attrition in student enrollment;

''(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;

''(J) meets all applicable Federal, State, and local health and safety requirements;

''(K) operates in accordance with State law;

''(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and

''(M) may serve prekindergarten or postsecondary students.'';

(2) by redesignating paragraphs (2) through (4) as paragraphs (4) through (6), respectively;

(3) by inserting after paragraph (1), the following:

''(2) CHARTER MANAGEMENT ORGANIZATION.—The term 'charter management organization' means a not-for-profit organization that manages a network of charter schools linked by centralized support, operations, and oversight.

''(3) CHARTER SCHOOL SUPPORT ORGANIZATION.—The term 'charter school support organization' means a nonprofit, nongovernmental entity that is not an authorized public chartering agency, which provides on a statewide basis—

''(A) assistance to developers during the planning, program design, and initial implementation of a charter school; and

''(B) technical assistance to charter schools to operate such schools.'';

(4) in paragraph (5)(B), as so redesignated, by striking ''under section 5203(d)(3)''; and

(5) by adding at the end the following:

''(7) EXPANDED, HIGH-QUALITY CHARTER SCHOOL.—The term 'expanded, high-quality charter school' means a high-quality charter school that has either significantly increased its enrollment or added one or more grades to its school.

''(8) HIGH-QUALITY CHARTER SCHOOL.—The term 'high-quality charter school' means a charter school that—

''(A) shows evidence of strong academic results, which may include strong academic growth as determined by a State;

''(B) has no significant issues in the areas of student safety, operational and financial management, or statutory or regulatory compliance;

''(C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, consistent with the requirements under title I, for all students served by the charter school; and

''(D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for the groups of students described in section 1111(b)(2)(C)(v)(II), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

''(9) REPLICATED, HIGH-QUALITY CHARTER SCHOOL MODEL.—The term 'replicated, high-quality charter school model' means a high-quality charter school that has opened a new campus under an existing charter or an additional charter if required by State law.''.

SEC. 10. AUTHORIZATION OF APPROPRIATIONS.

Section 5211 (20 U.S.C. 7221j) is amended to read as follows:

''SEC. 5211. AUTHORIZATION OF APPROPRIATIONS.

''There are authorized to be appropriated to carry out this subpart $300,000,000 for fiscal

year 2015 and each of the 5 succeeding fiscal years.''.

SEC. 11. CONFORMING AMENDMENTS.

(a) REPEAL.—Subpart 2 of part B of title V (20 U.S.C. 7223 et seq.) is repealed.

(b) TABLE OF CONTENTS.—The table of contents in section 2 is amended—

(1) by striking the item relating to subpart 1 of part B of title V and inserting the following:

''Subpart 1—Charter School Program'';

(2) by striking the item relating to section 5203 and inserting the following:

''Sec. 5203. Grants to support high-quality charter schools.'';

(3) by striking the item relating to section 5204 and inserting the following:

''Sec. 5204. Facilities financing assistance.''; and

(4) by striking the items relating to subpart 2 of part B of title V.

The Acting CHAIR. No amendment to the committee amendment in the nature of a substitute shall be in order except those printed in part A of House Report 113–444. Each such amendment may be offered only in the order printed in the report, by a Member designated in the report, shall be considered read, shall be debatable for the time specified in the report, equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question.

AMENDMENT NO. 1 OFFERED BY MR. KLINE

The Acting CHAIR. It is now in order to consider amendment No. 1 printed in part A of House Report 113–444.

Mr. KLINE. 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 4, beginning line 15, strike ''limited English proficient students'' and insert ''English learners''.

Page 10, beginning line 1, amend subparagraph (B) to read as follows:

''(B) prior to the start of the final year of the grant period of each grant awarded under this section to a State entity, review whether the State entity is using the grant funds for the agreed upon uses of funds and whether the full amount of the grant will be needed for the remainder of the grant period and may, as determined necessary based on that review, terminate or reduce the amount of the grant and reallocate the remaining grant funds to other State entities during the succeeding grant competition under this section.''.

Page 11, beginning line 5, amend paragraph (1) to read as follows:

''(1) GRANTS.—The Secretary shall not award a grant to a State entity under this section in a case in which such award would result in more than 1 grant awarded under this section being carried out in a State at the same time.''.

Page 14, line 14, insert '', including supporting the use of charter schools to improve, or in turning around, struggling schools'' after ''improvement''.

Page 14, line 18, insert ''including through the use of fair disciplinary practices'' after ''retention''.

Page 19, line 16, strike ''(1)(A)(x)'' and insert ''(1)(A)(xi)''.

Page 20, line 8, strike ''(vii) and (viii)'' and insert ''(viii) and (ix)''.

Page 20, line 22, strike ''and student'' and insert '', student''.

Page 20, line 23, insert '', and rates of student attrition'' after ''growth''.

Page 21, line 17, strike ''make'' and insert ''makes''.

Page 22, line 2, insert before the period at the end the following: '', except that such data shall not be made publicly available in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student''.

Page 42, line 13, strike ''(4)(C)'' and insert ''(4)(B)''.

Page 42, line 21, strike ''(4)(C)'' and insert ''(4)(B)''.

Page 42, beginning line 21, strike ''give priority to each such eligible applicant that'' and inserting ''take into consideration whether such an eligible applicant''.

Page 49, line 17, insert ''or permitted'' after ''required''.

The Acting CHAIR. Pursuant to House Resolution 576, the gentleman from Minnesota (Mr. KLINE) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Minnesota.

Mr. KLINE. Mr. Chairman, I rise in support of the manager's amendment which makes important changes to the bill to support the growth of high-performing charter schools.

Charter schools epitomize choice and flexibility in education. Reform-minded States and school districts all across the country have embraced this innovative educational model to transform underperforming traditional public schools.

The manager's amendment improves the existing charter school program and the underlying bill by clarifying the grant award language, ensuring charter school funding is used for the intended purposes.

Additionally, the manager's amendment adds quality authorizing provisions, to include looking at school attrition rates, and asks States to assist schools in developing fair discipline practices that will help promote student retention.

Mr. Chairman, the act is an important piece of legislation that will streamline and modernize the charter school program to support the startup, replication, and expansion of high-quality charter schools. The manager's amendment includes commonsense changes to improve the underlying legislation.

I urge my colleagues to support the manager's amendment and the Success and Opportunity through Quality Charter Schools Act.

I reserve the balance of my time.

Mr. GEORGE MILLER of California. Mr. Chairman, I claim the time in opposition, although I am not in opposition.

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

There was no objection.

Mr. GEORGE MILLER of California. Mr. Chairman, I rise in strong support of this amendment and thank the chairman for working with me to include important improvements in the underlying bill.

I am especially pleased that this amendment includes provisions to promote the use of nondiscriminatory discipline practices as charter schools work to serve and retain all students.

We know that the overreliance on out-of-school suspension and expulsion disproportionately impacts educational successes of minority students and students with disabilities. According to the most recent civil rights data collection, the negative impacts on unequal implementation of these disciplines is impacting minority kids as young as 4 years old.

This is unacceptable, and I am pleased that this amendment seeks to better position charter schools to understand, implement, and report on the use of their fair practices.

I want to thank Mr. DAVIS, Ms. WILSON, Mr. CONYERS, Ms. FUDGE, Ms. CLARKE, and Mr. GRAYSON for helping to ensure that these improvements in H.R. 10 are included.

I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, I urge my colleagues to support this amendment and the underlying bill.

I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Minnesota (Mr. KLINE).

The amendment was agreed to.

AMENDMENT NO. 2 OFFERED BY MR. CASSIDY

The Acting CHAIR. It is now in order to consider amendment No. 2 printed in part A of House Report 113–444.

Mr. CASSIDY. 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 6, after line 17, insert the following:

''(d) GAO REPORT.—Not later than 3 years after the date of enactment of the Success and Opportunity through Quality Charter Schools Act, the Comptroller General of the United States shall submit a report to the Secretary and Congress that—

''(1) examines whether the funds authorized to be reserved by State entities for administrative costs under section 5203(b)(1)(C) is appropriate; and

''(2) if determined not to be appropriate, makes recommendations on the appropriate reservation of funding for such administrative costs.''.

The Acting CHAIR. Pursuant to House Resolution 576, the gentleman from Louisiana (Mr. CASSIDY) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Louisiana.

Mr. CASSIDY. Mr. Chairman, the intent of my amendment is to provide greater accountability over the use and allocation of administrative costs associated with the funds authorized in this bill. It is important we attempt to maximize the ability of the dollar to reach the classroom.

The amendment simply requires that, within 3 years after the enactment of H.R. 10, the Government Accountability Office would provide a report on whether the amount of funding for State administrative costs is appropriate.

If the funds are determined inappropriate, GAO must provide a recommendation on what an appropriate level of funding would be.

My amendment is budget neutral, with no additional reporting requirements. It is simple and straightforward, ensuring that the millions of taxpayer dollars will go to classrooms, not caught up in bureaucracy.

We all know how easy it is for administrative costs in the public sector to balloon. This amendment helps to prevent this from happening.

I reserve the balance of my time.

Mr. KLINE. Mr. Chairman, I claim time in opposition, although I am not opposed to the amendment.

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

There was no objection.

Mr. KLINE. Mr. Chairman, I rise in support of this amendment, which will require a GAO study on the money allocated for administrative costs.

As the gentleman from Louisiana said, we need to ensure that we are providing flexibility in the use of funds to run a quality, efficient, and effective program; and that means carefully balancing small administrative set-asides while supporting the underlying program purposes.

I support this amendment and urge my colleagues to do so as well.

I reserve the balance of my time.

Mr. CASSIDY. Mr. Chairman, I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Louisiana (Mr. CASSIDY).

The amendment was agreed to.

AMENDMENT NO. 3 OFFERED BY MS. CASTOR OF FLORIDA

The Acting CHAIR. It is now in order to consider amendment No. 3 printed in part A of House Report 113–444.

Ms. CASTOR of Florida. 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 6, after line 17, insert the following:

''(d) CONFLICTS OF INTEREST.—The Secretary shall develop and enforce conflict of interest guidelines for any charter school receiving assistance under this subpart, which shall include disclosures of any person affiliated with the charter school that has a financial interest in the charter school.''.

The Acting CHAIR. Pursuant to House Resolution 576, the gentlewoman from Florida (Ms. CASTOR) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from Florida.

Ms. CASTOR of Florida. Mr. Chairman, the Castor amendment directs the Secretary of the Department of Education to develop and enforce conflict of interest guidelines for any charter school receiving assistance under this law.

These guidelines must include disclosures of any person affiliated with the charter school that has a financial interest in the charter school.

We all know that a conflict of interest is a situation in which an individual who has an obligation or duty to act for the benefit of the public—in this case, students and schools—exploits that relationship for personal benefit—typically for money—if the individual tries to perform that duty while, at the same time, trying to achieve a personal gain.

In the context of charter schools, there have been very serious cases all across the country over the past few years involving conflicts of interest in charter schools. Despite the overriding duty and responsibility to students and schools, individuals have acted to benefit or enrich themselves with public money—taxpayer money.

In my State of Florida, we have had a number of cases of conflict of interest in the approval and operation of charter schools. Recently, the Department of Education raised serious questions in an audit about expenditures of money and conflicts of interest of Florida's largest charter school management company. The preliminary audit report findings are very disturbing.

It appears that the charter school corporation entered into leases with development companies tied to the president of the company's family, that they hired an architectural firm that employs the president's brother-in-law, and that the board of directors transferred public funds to another organization with the same board of directors.

In Arizona, The Arizona Republic has reported that boardmembers and administrators from more than a dozen State-funded charter schools are profiting from their affiliations by doing business with the schools they oversee.

The newspaper reviewed thousands of pages of Federal tax returns, audits, corporate filings, and records with the Arizona State Board of Charter Schools.

The analysis looked at the 50 largest nonprofit charter schools in the State, as well as schools with assets of more than $10 million. They found at least 17 contracts or arrangements totaling more than $70 million over 5 years and involving about 40 school sites in which the money from the nonprofit charter school went to for-profit and nonprofit companies run by board of directors, executives, or their relatives.

In Colorado, an audit report took a certain charter school network to task for egregious financial improprieties and for severe nepotism. The report said that the CEO was paying himself over $340,000 per year. He hired his wife as chief operating officer and paid her over $200,000 a year, and the chief financial officer was paid over $320,000 per year.

This far exceeds what the standard salary is for a charter school or even when you look at the salaries for our larger district superintendents.

This charter school company then hired 20 members of their own family, according to the report and audit, and they racked up over $400,000 in credit card charges in one year.

In California, State auditors found that the president of the American Indian Public Charter School in Oakland had given $350,000 in improper payouts to his wife. They also found another $350,000 had been spent on unauthorized construction projects, all going to companies owned by the CEO.

Also, Mr. Chair, just last week, a report was issued by the Center for Popular Democracy and Integrity in Education entitled, ''Charter School Vulnerabilities to Waste, Fraud, and Abuse.'' That title was borrowed from the title of a section of a report that appeared in the Department of Education's Office of Inspector General's recent report.

The report stated that the OIG experienced a steady increase in the number of charter school complaints, State-level agencies were failing to provide adequate oversight needed to ensure Federal funds were being properly used and accounted for. They estimated over $100 million in taxpayer losses due to fraud, abuse, and waste in charter schools.

We can do much better. The conflict of interest problems afflicting charter schools across the country endanger the outstanding work being done by many charter schools.

For example, the Pepin Academies in my hometown of Tampa is a tuition-free public charter school for students with identified learning disabilities. They have an individualized education plan. They serve a very important population, and I believe in their mission.

If charter schools are going to effectively carry out their mission for students, using public funds, it is clear that we need more accountability and better procedures in place to protect taxpayer investment.

I include for the RECORD the press report that I referenced, along with the letters of support from First Focus, School Superintendents Association, NEA, and AFT.

[From the Republic, Nov. 17, 2012]

INSIDERS BENEFITING IN CHARTER DEALS

(By Anne Ryman)

Board members and administrators from more than a dozen state-funded charter schools are profiting from their affiliations by doing business with schools they oversee.

The deals, worth more than $70 million over the last five years, are legal, but critics of the arrangements say they can lead to conflicts of interest. Charter executives, on the other hand, say they are able to help the schools get better deals on services and goods ranging from air-conditioners to textbooks and thus save taxpayers money.

The Arizona Republic reviewed thousands of pages of federal tax returns, audits, corporate filings, and records filed with the Arizona State Board for Charter Schools. The analysis looked at the 50 largest non-profit charter schools in the state as well as schools with assets of more than $10 million. For-profit schools were not analyzed because their tax records are not public.

The Republic's analysis found at least 17 contracts or arrangements, totaling more than $70 million over five years and involving about 40 school sites, in which money from the non-profit charter school went to for-profit or non-profit companies run by board members, executives or their relatives.

Arizona has 535 charter schools that enrolled about 144,800 students this school year, or about 14 percent of students in public schools.

Arizona's regulations on charter schools are relatively lax. The state allows charters to seek exemptions from state laws that require schools to obtain competitive bids for goods or services. Nearly 90 percent of the state's charter holders have gotten permanent exemptions from the state Board for Charter Schools, according to the state's database.

The schools' purchases from their own officials range from curriculum and business consulting to land leases and transportation services. A handful of non-profit schools outsource most of their operations to a board member's for-profit company. The transactions are legal provided schools report the relationships on their federal tax forms and board members abstain from voting on their own contracts.

In one case, school officials in Phoenix thought they were exempt from purchasing laws and failed to put a contract out to bid for non-academic services that were worth hundreds of thousands of dollars. In another case, a Glendale school purchased a van for almost twice its value and had to get the money refunded.

It's impossible to know whether any money was potentially diverted from classrooms through insider transactions or lack of competitive bidding. Several charters said they saved money but were unable to provide specifics; others did not respond to interview requests. Some said they contracted with a school official's company because the quality of the product or service was better than what was on the market.

Educators and ethicists say the arrangements raise questions about whether the schools are being used partly for personal gain.

''This is crony capitalism,'' said Alex Molnar, an education professor at the University of Colorado-Boulder who has studied charter schools. ''This is greasing the palms of special-interest and favored individuals.''

A for-profit company paid by a charter school, even a company that operates most of the school, does not have to disclose spending details or how much profit it makes. Some board members who did business with their schools told The Republic they macle a profit on the transactions. Others said they lost money. Some refused to comment.

Charter-school leaders say most executives and board members operate with good intentions when they conduct business transactions with their schools. The schools want to stretch their funding, and school leaders who own businesses can give the schools a good deal on products or services.

Being exempt from purchasing laws gives schools more flexibility, allowing them to focus more on the classroom and less on red tape, charter-school officials say.

''I see a lot of my schools really using thrifty, cost-effective methods,'' said Eileen Sigmund, president and CEO of the Arizona Charter Schools Association, a non-profit group that provides support services for charter schools.

For example, she said, one charter-school leader picked through Northern Arizona University's surplus equipment to get desks for classrooms.

Because Arizona charter schools receive on average $1,700 less in annual state funding per child than district schools, charters ''really have to be efficient,'' she said.

Charter schools are public schools that are independently run by non-profits, for-profits, school districts or state universities.

Charters get less funding on average largely because, unlike school districts, they can't ask voters in their surrounding areas to pass bonds and overrides to bring in more money. About 96 percent of charter schools operating now are authorized by the state and the rest by school districts or state universities.

Molnar, the education professor, said because charters are publicly funded, they should be subject to state procurement laws. Board members shouldn't be allowed to do business with their own schools, either.

[From the denverchannel.com, May 6, 2010]

SCHOOL CEO RIPPED FOR HIRING WIFE, PAYING HIMSELF $340K

A new audit report rips the founders of the Cesar Chavez Charter School Network for egregious financial impropriety and ''severe nepotism.''

The Colorado Department of Education is now calling for an investigation by the Pueblo County District Attorney and the IRS.

The Cesar Chavez Network operates three schools, one in Denver and two in Pueblo.

The report said Chief Executive Officer Lawrence Hernandez was paying himself $340,000 per year. He hired his wife as chief operating officer and paid her $201,000 a year. The chief financial officer was paid $321,000.

''This far exceeds what is the standard salary for a charter school or even if you look at some of our larger district superintendents,'' said CDE commissioner Dwight D. Jones.

In fact, Hernandez, who oversaw just three schools, made almost twice as much as the superintendent of the largest school district in the state—Jefferson County. Jeffco School Superintendent Cindy Stevenson makes $180,000 a year overseeing 94 elementary schools, 20 middle schools, 17 high schools, 10 option schools and 14 charter schools.

Hernandez and his wife then hired 20 members of their own family from 2002 to 2008, according to the CDE report and audit. Hernandez's wife's stepbrother was a board member and the owner of a janitorial service that was a vendor for the schools.

And, according to the report, school officials racked up $400,000 in credit card charges in one year.

''I call it questionable use of taxpayer money,'' Jones said. ''I think it's very concerning and have requested that Pueblo City Schools take immediate action to correct some of the improprieties that were identified.''

[From Seven Days/The East Bay News Blog, Jun. 18, 2012]

IT'S TIME TO CLOSE THE AMERICAN INDIAN PUBLIC CHARTER SCHOOLS

(By Robert Gammon)

For the past decade Ben Chavis and his so-called American Indian Public Charter schools in Oakland have gotten away with egregious conduct that would be considered grossly unacceptable for any other school—because they have had high test scores. First, there was the revelation that Chavis routinely abused his students verbally, humiliating them in front of their classmates, to force them score higher on tests or quit the school altogether.

Then came the news that Chavis had hurled racist and sexist comments at others in front of students, and that his schools had stopped serving American Indian children.

But that's not all. Earlier this year, a draft report by state auditors uncovered evidence that Chavis had engaged in fraud and was illegally pocketing taxpayer funds. Then last week, the Express reported that one of the schools' eye-popping test scores appear to be the product not of academic excellence. Instead, there's evidence that the school has been routinely cherry-picking top students from local elementary schools in violation of district regulations. At minimum, Chavis' schools appear to be nothing more than a rigged system in which mostly high-scoring students apply to get in, are accepted, and then continue to score well on tests.

Then, the state's final audit came out and revealed some truly disturbing evidence, including $350,000 of what appear to be improper payouts to Chavis' wife; $355,000 in payments to Chavis for a summer school program that violated state law; and $348,000 to companies that Chavis owns and did unauthorized construction projects.

Alameda County schools Superintendent Sheila Jordan requested the audit after receiving complaints from former school employees of financial impropriety by Chavis and his wife. Jordan has turned the final audit results over to Alameda County District Attorney's Office for possible criminal prosecution.

[From the Miami Herald, Apr. 21, 2014]

SOUTH MIAMI-BASED CHARTER SCHOOL MANAGEMENT COMPANY UNDER FEDERAL SCRUTINY

(By Kathleen McGrory)

The state's largest charter school management company has come under scrutiny from the U.S. Department of Education for potential conflicts of interests in its business practices, federal authorities have confirmed.

The Education Department's Inspector General Office is auditing the South Miami-based Academica Corp. as part of a broader examination of school management companies nationwide. The audit will be complete this summer, department spokeswoman Catherine Grant said.

A preliminary audit report obtained by the Herald/Times identified potential conflicts of interest between the for-profit company Academica and the Mater Academy charter schools it manages. One example the auditors cited was the transfer of money from Mater Academy to its private support organization, which shares the same board of directors.

When asked about the potential conflicts of interest raised in the report, Academica attorney Marcos Daniel Jiménez, in an email to the Herald/Times, touted the charter school network's academic record and commitment to its students.

Jiménez also said Academica had sent a response letter to the U.S. Department of Education correcting what he called ''inaccuracies and false statements'' contained in the preliminary report. But Academica declined the Herald/Times request to be provided the response, saying the Education Department considered the report and the response from Academica to be confidential.

The Education Department's findings come as the Florida Legislature considers a bill that could weaken school districts' ability to control business practices at new charter schools.

Under current law, school systems have the power to negotiate contracts with new charter schools. HB 7083 would mandate the use of a standardized contract, meaning school districts would give up most of their leverage.

Charter schools are funded by tax dollars, but run by non-profit governing boards that function independently of local school boards. Some are managed by for-profit companies like Academica.

Academica oversees nearly 100 charter and virtual charter schools in Florida, according to its website. It also manages schools in Texas, Nevada, Utah, California and Washington, D.C.

CHARTER SCHOOL VULNERABILITIES TO WASTE, FRAUD, AND ABUSE, A REPORT FROM THE CENTER FOR POPULAR DEMOCRACY & INTEGRITY IN EDUCATION, MAY 2014

The Center for Popular Democracy is a nonprofit organization that promotes equity, opportunity, and a dynamic democracy in partnership with innovative base-building organizations, organizing networks and alliances, and progressive unions across the country.

Integrity in Education is a nonprofit organization dedicated to restoring integrity in education. Integrity in Education exists to shine a light on the people making a positive difference for children, and to expose and oppose the corporate interest groups standing in their way.

PREAMBLE

The title of this report, Charter School Vulnerabilities to Waste, Fraud, and Abuse, was borrowed from the title of a section of a report that appeared in The Department of Education's Office of the Inspector General's Semiannual Report to Congress, No. 60. The report references a memorandum issued by the OIG to the Department. The OIG stated that the purpose of the memorandum was to, ''alert you of our concern about vulnerabilities in the oversight of charter schools.'' The report went on to state that the OIG had experienced, ''a steady increase in the number of charter school complaints'' and that state level agencies were failing ''to provide adequate oversight needed to ensure that Federal funds [were] properly used and accounted for.''

The purpose of this report is to echo the warning issued by the OIG and to inform the public and lawmakers of the mounting risk that an inadequately regulated charter industry presents to our communities and taxpayers. Our examination, which focused on 15 large charter markets, found fraud, waste, and abuse cases totaling over $100 million in losses to taxpayers. Despite rapid growth in the charter school industry, no agency, federal or state, has been given the resources to properly oversee it. Given this inadequate oversight, we worry that the fraud and mismanagement that has been uncovered thus far might be just the tip of the iceberg. Our hope is that lawmakers will use the information and concrete recommendations that we outline in this report to pass meaningful oversight legislation.

Ms. CASTOR of Florida. I ask for approval of this amendment regarding conflict of interest.

I yield back the balance of my time.

□ 1015

Mr. KLINE. Mr. Chairman, I rise in opposition to this amendment and claim the time.

The Acting CHAIR. The gentleman from Minnesota is recognized for 5 minutes.

Mr. KLINE. Mr. Chairman, this amendment would require the Secretary of Education to not only develop, but also enforce, guidelines on conflict of interest for charter schools. The gentlewoman points out that there are charter schools and charter school managers who sometimes don't perform as they should.

We believe very strongly that the underlying law and that the underlying bill here addresses that issue, because this amendment is an overreach of Federal authority. Each State that allows charter schools has determined what requirements the schools must follow in creating, opening, and operating the schools. We address the authorizing responsibilities in the underlying bill.

Simply put, this amendment is unnecessary. The underlying bill includes several provisions to have States help schools run more effectively and includes a set-aside of each State grant for quality authorizing. Quality authorizing will help each charter school run more effectively, both in academics and in operations.

We do not need the Secretary of Education getting more involved in these schools by layering on more burdensome requirements. These are issues best addressed at the State and local level, and the underlying bill already provides support for these efforts.

Mr. Chairman, I urge my colleagues to oppose this amendment, and I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from Florida (Ms. CASTOR).

The question was taken; and the Acting Chair announced that the noes appeared to have it.

Ms. CASTOR of Florida. Mr. Chair, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentlewoman from Florida will be postponed.

AMENDMENT NO. 4 OFFERED BY MS. MOORE

The Acting CHAIR. It is now in order to consider amendment No. 4 printed in part A of House Report 113–444.

Ms. MOORE. 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 8, line 1, strike ''7 percent'' and insert ''5 percent''.

Page 8, line 3, strike ''and''.

Page 8, line 6, strike the period at the end and insert ''; and''.

Page 8, after line 6, insert the following:

''(D) reserve not less than 2 percent of such funds for oversight of the use of public funds (which shall cover Federal, State, and local funds) and private funds by each public chartering agency in the State of the State entity for each charter school authorized by such agency, by each local educational agency in the State for each charter school served by such agency, and by the State as a whole for each charter school in the State, which shall include the investigation of fraud, waste, mismanagement and misconduct, including monitoring the annual filing and public reporting of independently audited financial statements (including disclosure of amount and duration of any Federal, State, and local, and private financial and in-kind contributions of support, and expenditures of such support).''.

The Acting CHAIR. Pursuant to House Resolution 576, the gentlewoman from Wisconsin (Ms. MOORE) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from Wisconsin.

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

Mr. Chair, I rise to offer an amendment to H.R. 10, which reauthorizes our Nation's charter school program. I would just like to start out by saying this is a great improvement over the charter school legislation that we have seen in past times.

When the charter school movement began, as many of you may recall, lawmakers exempted those schools from many of the rules governing traditional public schools in order to allow educators their ability to explore new, innovative methods and models of teaching.

This yielding of exempting them from this rule yielded some unintended consequences. There have been stories in many States, and you just heard Ms. CASTOR of Florida talk about financial waste, fraud, murky funders or managers, conflicts of interest. It is a problem, notwithstanding our desire to see innovation.

This has got to be addressed because taxpayer dollars are, in fact, lost along with private funds, as well as innovation. The greatest cost, of course, is our children, who become, sometimes, puppets of other folks' financial interests.

A new report from the Center for Popular Democracy and Integrity in Education released just this month examined 15 of the largest charter markets and found $100 million in losses to taxpayers since charter schools entered these markets.

It is very important to put sensible oversight into place to ensure that public funds are not being wasted or misused. This amendment does just that. It simply requires that States receiving charter school grants must set aside 2 percent of that grant to provide financial oversight of charters of publicly funded money and to disclose private contributions that they receive.

I just want to say, anticipating some rebuttal, that the funds would be set aside and the authorizing agencies of these charter schools, be they the State or the local education agency, would be able to use the set-aside for appropriate financial oversight.

With that, I reserve the balance of my time.

Mr. KLINE. Mr. Chairman, I rise in opposition to the amendment.

The Acting CHAIR. The gentleman from Minnesota is recognized for 5 minutes.

Mr. KLINE. Mr. Chairman, this amendment will force States to reserve

more funds for review of public and private charter school funding.

The underlying bill, Mr. Chairman, includes audits as an important aspect of quality authorizing measures.

In addition, States already require multiple audits of their charter schools. This amendment will take money away from the quality authorizing set-aside, where funds will otherwise be used to support measures to open and run schools with effective operations practices in addition to high-quality academics.

Mr. Chairman, I urge my colleagues to oppose this amendment.

Mr. GEORGE MILLER of California. Will the gentleman yield?

Mr. KLINE. I yield to the gentleman from California.

Mr. GEORGE MILLER of California. Unfortunately, I too oppose this amendment of my good friend, Ms. MOORE, for the reasons that the chairman has just said, that we believe that much of this is already taken care of in the underlying bill and that we are directing money away from the program for responsibilities that should in fact be the responsibility of the authorizers, be they the State or local authorizers. That is their job. We are trying to strengthen that in this legislation to lead to high-quality expansion of these programs, with the caveat being that you can only authorize those high-quality programs that deal with the question of accountability and so forth.

I too find myself in the unfortunate position of opposing my friend on this legislation and expect the States, in response to continuing to receive these grants, to step up to their responsibility to deal with these problems.

Mr. KLINE. I reserve the balance of my time.

Ms. MOORE. Mr. Chairman, I think it is unfortunate that the gentleman from California is opposing this amendment as well and my Republican friends opposing it, because we often find ourselves talking about unfunded mandates. What my amendment does is try to make sure that we are providing not only the guidance and insistence that there be audits, but that we actually provide the ways and means for it to be done.

It is one thing to say, oh, yeah, they are going to audit themselves. With what? Audits cost money. So I find it unfortunate that they would pass this unfunded mandate on to these chartering agencies.

I would urge my colleagues to vote for this amendment. I think it improves the bill. I think it provides the needed resources for this accountability, these accountability activities.

With that, I yield back the balance of my time.

Mr. KLINE. Mr. Chair, how much time do I have?

The Acting CHAIR. The gentleman from Minnesota has 3½ minutes remaining.

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

I think the points were made. I thank the ranking member, Mr. MILLER, for making those points.

What concerns me about the gentlewoman's amendment is this is going to take money away from the purposes for which we have designed it and put it in this bill. We are trying to make sure that good, high-quality charter schools can be expanded and replicated, and this will detract from that ability.

So I urge my colleagues to vote ''no,'' and I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from Wisconsin (Ms. MOORE).

The amendment was rejected.

AMENDMENT NO. 5 OFFERED BY MS. BASS

The Acting CHAIR. It is now in order to consider amendment No. 5 printed in part A of House Report 113–444.

Ms. BASS. 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 14, line 16, insert '', including eliminating any barriers to enrollment for foster youth or unaccompanied homeless youth,'' after ''students''.

The Acting CHAIR. Pursuant to House Resolution 576, the gentlewoman from California (Ms. BASS) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from California.

Ms. BASS. Mr. Chairman, I rise today to offer an amendment along with fellow congressional Caucus on Foster Youth cochairs TOM MARINO, JIM MCDERMOTT, and MICHELE BACHMANN. I also want to thank the chairman and the ranking member for their leadership on this issue.

This amendment will help ensure that foster and homeless youth are not unfairly disadvantaged in the enrollment process for charter schools.

Across the country, charter schools often have requirements that don't exist in traditional public schools. For example, they may require parent interviews or parent involvement volunteer service during the academic year. Sadly, foster and homeless students might not be able to meet that requirement because they might not have adults in their life that are available to meet these standards, and foster parents may be unwilling or unable to do this. In turn, these youth may not be able to attend charter schools.

This really isn't acceptable, especially since the academic achievement gap between foster youth and their peers is quite significant. In fact, a recent study by the Stuart Foundation in California indicated that test results for students in foster care fell into the two lowest performance levels for language arts and mathematics at twice the rate of the statewide student population. Additionally, the 2010 graduation rate for all high school seniors was 84 percent; but for students in foster care, it was just 58 percent, the lowest rate among at-risk student groups.

Foster and homeless youth need more educational options, not less. This amendment will provide the nearly 400,000 foster youth and 1.7 million homeless youth in the United States with greater access to quality schools.

In the spirit of National Foster Care Month this May, I want to thank the Democrats and Republicans in the Foster Youth Caucus who came together to author this commonsense but necessary amendment.

I urge my colleagues to support the amendment.

Mr. GEORGE MILLER of California. Will the gentlewoman yield?

Ms. BASS. I yield to the gentleman.

Mr. GEORGE MILLER of California. Mr. Chair, I rise in support of this amendment to ensure that all students reap the benefits of the public charter schools. That is the purpose of this legislation, and certainly including foster youth.

I also rise to thank the gentlewoman for her just unrelenting effort to make sure that foster youth are not diminished because of their family status, if you will, because of the uncertain situation that they find themselves, many times in different situations throughout a given year, maybe in different schools. Both in her time in the State legislature and here in the Congress, she has just been remarkable in her advocacy on behalf of these students.

We all know the difficulty that these students have, the uncertainty that they have to deal with. Just the proximity of their families to be able to go to school creates a great deal of hardship and difficulty for these students. We definitely owe them an extra effort to make sure that they get full inclusion in those academic offerings and participation in the charter schools in this country.

Thank you so very, very much.

Ms. BASS. Thank you, Mr. Ranking Member, and I urge my colleagues to support the amendment.

I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, I claim the time in opposition although I am not opposed to the amendment.

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

There was no objection.

Mr. KLINE. Mr. Chairman, I yield 1 minute to the gentleman from Virginia (Mr. CANTOR), the distinguished majority leader.

Mr. CANTOR. Mr. Chairman, I thank the chairman, the gentleman from Minnesota, as well.

Mr. Chairman, I rise today in support of the amendment and in strong support of the Success and Opportunity Through Quality Charter Schools Act.

Mr. Chairman, a great education is the foundation that Americans need to climb the economic ladder of success and to build a bright future. America doesn't work when our students are trapped in failing schools or denied the

opportunity to attend the school that meets their learning needs.

For far too many children in our country, a quality education remains out of reach. Kids without access to a quality education struggle to even see any opportunity to get ahead. They struggle to lift themselves out of a life of poverty.

Expanding education opportunity for all students everywhere is the civil rights issue of our time. Fortunately, we have a chance today to bring more opportunities to students all over America who are looking for that chance to learn, to grow, and to succeed.

□ 1030

The legislation before us today will reform existing programs and will authorize grants so that high-performing charter schools can expand and be replicated throughout the country. It will also give families and students more freedom, flexibility, and choice when it comes to deciding where they can go to school.

Currently, Mr. Chairman, there are almost 1 million students stuck on waiting lists for charter schools simply because there aren't enough slots. I say we help those students by expanding those slots so they can get off the waiting lists and into the classroom.

Taking such action would seem like the obvious and smart thing to do. However, there are some who are more beholden to special interests than to the children's needs. In New York City, the mayor there, Bill de Blasio, recently attempted to deliver on his threat to kick public charter schools out of the space that they share or were planning to share with other traditional public schools. This kind of activity completely undermines the essence of education reform.

Fortunately for New York City students, Governor Cuomo did not allow this to become a reality. Those kids who would otherwise have ended up without a school in the fall now have one. This bill provides even more opportunities for States like New York State to help high quality charter schools expand and replicate.

Those who choose to wage a war on kids stand on the wrong side of this debate and risk allowing themselves to become enemies of opportunity and roadblocks to success. Bottom line, the expansion of charter schools will work.

In my hometown of Richmond, I have toured the Patrick Henry School of Science and Arts, one of only a few charter schools in all of Virginia. There I met a retired public school teacher named Gwen. Gwen's grandson had a particular interest in science, but Gwen felt that the school he attended wasn't offering a strong enough science curriculum to match her grandson's needs and desires. Fortunately, Gwen had a choice and now sends her grandson to Patrick Henry. More families deserve that kind of choice.

In visits to other charter schools throughout the country, I have met dozens of children who were once trapped in failing schools and schools that couldn't meet their individual learning needs. These kids are now attending charter schools and they are thriving.

These are not isolated cases. Nationally, charter school students do better than non-charter students in reading, math, and science. While the growth of charters is relatively new, charter schools currently make up more than a quarter of the Newsweek/U.S. News Best High Schools in America. The question is: Shouldn't more of our children have the chance to attend a quality school that happens to be a charter school?

Mr. Chairman, this legislation is about upward mobility. It is about giving families and students more hope for their future. This legislation is about expanding education opportunity for more kids so that we can begin to create an America that works again and works again for everybody.

This should not be a partisan issue. This is a bill we can all proudly get behind. Today, let's stand united and show our constituents that we understand a strong education is the first rung in climbing that economic ladder of success.

I want to thank Chairman KLINE, the gentleman from Minnesota, for his tireless work in the area of education, and in this bill in the area of charter schools. I also want to thank the gentleman from California, the ranking member, for his work on this legislation.

I urge my colleagues in the House in a bipartisan fashion to support this legislation.

Mr. KLINE. Mr. Chairman, this amendment ensures that foster kids do not face barriers to enrollment in charter schools. The amendment does improve the bill and does help foster kids.

I want to thank the gentlewoman from California (Ms. BASS) for offering this amendment.

I am pleased to yield the remainder of my time to the gentleman from Colorado (Mr. POLIS).

Mr. POLIS. Mr. Chairman, I want to thank Chairman KLINE and Ranking Member MILLER for their work, and Representative BASS for her leadership in working with youth and foster care, and homeless youth in particular, on this bill.

Before I came to Congress I founded a charter school with the focus of serving homeless youth and youth in transitional housing called the Academy of Urban Learning in Denver. Not every area, not every city, not every county might have a charter school with a particular focus of working with kids that are in transitional housing, so it is incumbent upon us to ensure that all public charter schools that are supported under this bill ensure that they don't have barriers for foster youth or barriers for youth in transitional housing.

There are a lot of particular needs around kids that are going through turmoil in their home life, whether it is at the elementary level or whether it is at the high school level. By adding the language Representative BASS introduced in her bipartisan amendment, we can ensure that any participant in the Federal charter school program doesn't have any barriers to enrolling kids.

This week here on the floor of the House has been characterized by partisan rancor around Benghazi and Lois Lerner. How wonderful that Democrats and Republicans can come together not only around this amendment by KAREN BASS, but also around the bill itself. The upgrade of the Federal Charter Schools Program to the 2.0 version takes into account the learning of the last 15 years to ensure that our very limited Federal footprint and investment has the maximum possible impact on increasing student achievement and increasing transparency and accountability for public charter schools.

I thank Representative BASS for offering her amendment, which I am proud to support.

Mr. KLINE. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from California (Ms. BASS).

The amendment was agreed to.

AMENDMENT NO. 6 OFFERED BY MR. MESSER

The Acting CHAIR. It is now in order to consider amendment No. 6 printed in part A of House Report 113–444.

Mr. MESSER. 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 16, line 7, strike ''and''.
Page 16, line 13, insert ''and'' at the end.
Page 16, after line 13, insert the following:
''(xv) will work with eligible applicants receiving a subgrant under the State entity's program to support the opening of charter schools or charter school models described in clause (i) that are secondary schools;''.

The Acting CHAIR. Pursuant to House Resolution 576, the gentleman from Indiana (Mr. MESSER) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Indiana.

Mr. MESSER. Mr. Chairman, I want to thank the chairman and ranking member for their leadership on this bill.

I rise today to offer a simple amendment that will encourage the opening, replication, and expansion of high quality secondary charter schools.

Too many students don't have the chance to attend the secondary charter school of their choice because there simply are not enough of these schools to meet the demand for them. Many charter networks don't have a secondary school, and where there are such schools the demand for the spots

in these schools exceeds the number of slots available.

The underlying bill takes a big step in the right direction to meet this challenge by clarifying that State-determined weighted lotteries are permitted under the charter school program.

The bill allows for children to continue in the school program of their choice by ensuring students in affiliated charter schools can attend the next immediate grade in a charter school network. This is very important. It will help alleviate the need for students to essentially win the lottery twice. However, I believe more can and must be done.

My amendment is designed to help build on the progress made by the underlying bill. It would simply require State entities applying for charter school program grant funds to explain how they will work with eligible applicants within the State to encourage the opening, replication, and expansion of high quality secondary charter schools.

By encouraging grantees to open, replicate, and expand high quality secondary charter schools, more students who want to continue attending such schools will be able to do so.

As the founder and chairman of the Congressional School Choice Caucus, one of my top priorities is ensuring that more families have access to high quality educational opportunities. Supporting the growth of successful secondary charter schools is critically important to this effort.

I urge my colleagues to support this amendment and the underlying bill.

I reserve the balance of my time.

Mr. POLIS. Mr. Chairman, I claim the time in opposition, although I am not opposed to the amendment.

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

There was no objection.

Mr. POLIS. Mr. Chairman, I rise in strong support of the Messer amendment, which encourages States to support the opening or replication of charter schools that are secondary schools.

The area that this impacts and improves in the bill is one of the most important policy changes over the previous authorizing program. Under the current Federal Charter Schools Program, only new schools can be funded and participate in this program.

What we allow under this bill is the replication and expansion of models that we know work. For instance, if there is a K–8 school that wants to expand into high school or there is a school that wants to growth from 400 to 600 students, if we have the evidence-based information that shows that that school is transforming lives and helping kids achieve, we want to ensure that we can have the maximum possible impact with our limited Federal dollars.

What this amendment does is it ensures that States as part of their plan allow for the replication and expansion of public charter schools.

I want to thank my colleague from Indiana for recognizing the importance of charter schools in serving high school students and the opportunity that these models have to provide a flexible educational environment for older students to prepare them for college and careers.

The charter school models that are allowed give schools the flexibility they need to meet the needs of the students, whether it is longer hours, longer school years, additional support service, or daycare vouchers for pregnant or young mother teens. This flexibility can be critical to helping students succeed at the secondary level.

This amendment improves the bill and makes sure that States encourage the opening, replication, and expansion of public charter high schools. Having founded two public charter high schools myself before I served in the United States Congress, I can personally give testimony to the transformational impact that it has on young people every day. In many cases, young people that would otherwise be dropouts or not even in the public education system are able to have a specific educational product that is tailored around their real world needs. There is a charter school for pregnant teens in Montrose, Colorado. Whether it is a vocational or work focus school that gives kids the skills they need to compete in the workforce, the Messer amendment is a step forward in building upon the language which is already an improvement over the existing authorization, and brings it to a better place that we can all be proud of, Democrats and Republicans.

I reserve the balance of my time.

Mr. MESSER. Mr. Chairman, I want to thank my colleague, the gentleman from Colorado (Mr. POLIS), for his support of this amendment, and, more importantly, for his remarkable vision and leadership in charter schools across the country.

I have no further comments, and I yield back the balance of my time.

Mr. POLIS. Mr. Chairman, in this week of partisan divisions here on the floor of the House of Representatives, we have a unique opportunity in this amendment, in this bill, to come together around supporting public charter schools.

This week, Mr. Chairman, is Public Charter Schools Week. What better way to celebrate than to upgrade the Federal Charter Schools Program with language that Democrats, Republicans, and all important stakeholders can agree on. Truly, all stakeholders are part of this discussion. Authorizers, including districts and States and special districts, public charter schools themselves, teachers unions, teachers, were all at the table to ensure that we can create a program that builds upon the successes of the two decades of the public charter school movement and will allow it to reach even greater heights in the next decade.

On behalf of Ranking Member MILLER and myself, we are proud to support the Messer amendment. We are also proud to support the underlying bill.

By ensuring that States that apply for this program explain how they will work with applicants to encourage replication and expansion at the secondary level, we can ensure that the needs of all students are better met. Particularly, in many areas of our country we have high schools that are persistently failing, with dropout rates of 50 percent year after year, where half the kids coming in the door in ninth grade don't leave in 12th. Through upgrading with better opportunities for parents to choose, we can turn it around and make sure that kids have the opportunity to graduate and have a good job in an economy in the 21st century that increasingly relies on both a high school education and a college education.

I rise in support of this amendment, I urge my colleagues to vote ''yes'' on this amendment, and I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Indiana (Mr. MESSER).

The amendment was agreed to.

□ 1045

The Acting CHAIR. The Chair understands that amendment No. 7 will not be offered.

AMENDMENT NO. 8 OFFERED BY MS. JACKSON LEE

The Acting CHAIR. It is now in order to consider amendment No. 8 printed in part A of House Report 113–444.

Ms. JACKSON LEE. 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 21, line 15, strike ''and''.

Page 22, line 2, strike the period at the end and insert ''; and''.

Page 22, after line 2, insert the following:

''(H) the State entity will ensure that charter schools and local educational agencies serving charter schools post on their websites materials with respect to charter school student recruitment, student orientation, enrollment criteria, student discipline policies, behavior codes, and parent contract requirements, including any financial obligations (such as fees for tutoring or extracurricular activity).''.

The Acting CHAIR. Pursuant to House Resolution 576, the gentlewoman from Texas (Ms. JACKSON LEE) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from Texas.

Ms. JACKSON LEE. Let me thank the proponents of this bill.

Mr. Chairman, this is a very important bill, and I believe it opens the doors of opportunity for quality and excellence in charter schools. I hope, as we move forward as to the issues dealing with charter schools that are located in minority communities and

that are created by minority members of the community, like in Texas, where in some instances there is an unfair process, H.R. 10 will bring an evenness and a quality in excellence and also opportunity for the creativity of charter schools that can lift up at-risk children. I think that is one of the key elements of, hopefully, this legislation.

I want to cite in my own district that we have, yes, KIPP and Harmony that are well-known across the country and somewhat around the world. It is my understanding that KIPP is now moving to Israel, but we also have a school like Pro-Vision, its work of which I have known for over 20 years. It lifts at-risk children up to the levels of opportunity.

My amendment is an amendment that directs the Web site publication of materials on the Web sites of charter schools regarding student recruitment, orientation materials, enrollment criteria, student discipline policies, behavior codes, and parent contract requirements.

It would also include any financial obligations, such as fees for tutoring or extracurricular. That is transparency. That is allowing, if you will, the opportunity for parents to have full information in a different setting from public schools.

My children went to public schools. I went to public schools. I believe in public schools—I strongly believe in them—but I believe this new idea, that of the partnership of charter schools with public schools, should include a format of transparency.

I should be clear that public schools have a challenge with transparency as well. As I interact with my constituents, many parents don't know the opportunities that they may have in a public school—vanguard or the special classes that they may have or sufficient arts and music and which school has it; yet as this is going to be a federally funded program, it is important to ensure that our parents have information.

Certainly, they should have information regarding the kind of discipline atmosphere that is there. They should also know whether or not there are serious commitments to making sure that their children's holistic futures are in front of them and that they are not subjected to policies that would intervene on issues dealing with bullying or with the prevention of bullying.

This is a very good amendment to H.R. 10, and I ask my colleagues to support it.

I reserve the balance of my time.

Mr. KLINE. Mr. Chairman, I claim the time in opposition to the amendment.

The Acting CHAIR (Mr. POE of Texas). The gentleman from Minnesota is recognized for 5 minutes.

Mr. KLINE. Mr. Chairman, I want to say to my colleague that I really appreciate her effort to ensure that all schools, both traditional public schools and public charter schools, share the information needed by parents.

We agree on that point, and I believe that the underlying bill addresses it; so I must, regrettably, oppose the gentlelady's amendment, but I certainly thank her for the discussion.

I reserve the balance of my time.

Ms. JACKSON LEE. Mr. Chairman, it is not often that we mention our great disappointment on the floor of the House. We usually battle it out. I know I am right on this amendment, and I am highly disappointed in the majority's representation.

I would like to submit for the RECORD a letter from the AFT, which is supporting the Jackson Lee amendment extremely enthusiastically, and a letter from the National Education Association, which is endorsing the Jackson Lee amendment.

It is strongly supported by the NEA, which gives me pause as to why this amendment is an amendment that is not agreed to.

AMERICAN FEDERATION OF TEACHERS,
Washington, DC, May 8, 2014.

HOUSE OF REPRESENTATIVES,
Washington, DC.

DEAR REPRESENTATIVE: On behalf of the more than 1.5 million members of the American Federation of Teachers—including individual AFT members who teach in charter schools and who, with me, wrote to you this week—I offer our collective views on H.R. 10, the Success and Opportunity through Quality Charter Schools Act, as well as our position on several important amendments that will be considered during today's debate on the underlying bill.

The bill combines a number of existing charter school programs into one that would provide federal funds for new charters; expand and replicate existing charters; acquire, construct and renovate facilities; establish and administer per-pupil facilities-aid programs; and, fund national activities. H.R. 10 provides important accountability measures for charter schools but, primarily, provides for their expansion.

Since our former President Albert Shanker first promoted them, the AFT has believed that publicly financed charter schools have a role in public education. The best charters have served as incubators of good practice and have helped provide parents and students access to high-quality public education. For example, in 2013, University Prep, a unionized public charter school started by Steve Barr, founder of Green Dot Public Schools, and me several years ago in New York City, graduated every single child, all of whom were admitted to college.

The reality in communities across the country is a mixed bag—while many charter schools are well-managed and serve the children who are accepted and decide to attend, many others do not provide equitable access for all students, are poorly managed, and are not transparent with their finances. Further, there are unfortunately too many instances where charters are used as a tool to destabilize or compete with other public schools.

H.R. 10 includes many provisions to bring charter schools closer to the standards of accountability, equitable access, and transparency that traditional public schools must meet, but there are still real gaps. Improved accountability and transparency is owed to the students who attend charter schools and to the taxpayers who financially support these schools. In requiring these new standards, Congress would in no way be limiting charter schools' potential to serve as laboratories of innovation. It would, however, be ensuring that those innovations are transparent, sustainable, and scalable, and that all our public school students and their schools are treated equitably.

The AFT is pleased the bill includes some improvements over current law in the areas of ensuring equitable access to charter schools for all students; in seeking to prevent charter schools from allowing barriers to enrollment that result in the exclusion of English language learners, students with disabilities, and other disadvantaged students from enrolling; and, in ensuring that charter schools are appropriately monitored in the areas of student safety and financial management. We also appreciate the bipartisan acknowledgement that charter schools need better oversight by state entities.

However, we believe that H.R. 10 can be strengthened by approving the following amendments aimed at improving the overall bill. To this end, we urge you to support:

Moore: This amendment would require states receiving charter school grants to set aside 2 percent of the grant amount for financial oversight of charters. It would also ensure that charter schools include private and public contributions in their audits.

A report from the Center for Popular Democracy and Integrity in Education outlines $100 million in losses to taxpayers in 15 of the largest charter markets since charter schools entered these markets. This is a problem that needs to be addressed.

H.R. 10 would provide $300 million annually in support of charter schools. The Moore amendment would help ensure that these funds are being properly spent and that charters are incubators of innovation, not enablers of waste, cronyism, or fraud. It would also help monitor the influence of private investors by requiring the disclosure of private contributions.

Wilson/Davis/Duckworth/Grayson/McKinley/Fudge: This amendment would require that information about each charter school be made available, including disaggregated enrollment and academic performance data. This amendment will better ensure that parents have information on how charter schools are educating students, and will shine a light on enrollment rates of populations that have often been excluded from charter schools.

Additionally, the AFT urges your support for the following additional amendments:

Jackson Lee: This amendment requires charters to publicize their information on student recruitment, orientation materials, enrollment criteria, student discipline policies, behavior codes, and parent contract requirements, which should include any financial obligations such as fees for tutoring and extra-curricular activities.

Langevin: This amendment would provide for comprehensive career counseling, a much needed resource in all schools.

Castor: This amendment would develop and enforce conflict of interest guidelines for all charter schools receiving federal assistance.

Bonamici: This amendment requires states to report on the sharing of best practices by charter and traditional public schools.

Sincerely,

RANDI WEINGARTEN,
President.

NATIONAL EDUCATION ASSOCIATION,
Washington, DC, May 8, 2014.

DEAR REPRESENTATIVE: On behalf of the three million members of the National Education Association (NEA), and the students they serve, we offer our views on select amendments to the Success and Opportunity through Quality Charter Schools Act (H.R. 10) scheduled for votes Friday. While the underlying bill includes some improvements to existing law, it falls short of what is needed

to ensure greater accountability and transparency. Votes associated with amendments to H.R. 10 may be included in the NEA Legislative Report Card for the 113th Congress.

NEA supports high-quality charter schools that operate in a manner that is transparent and accountable to parents and taxpayers; ensures equity and access; and solicits and benefits from input from parents, educators, and the communities they serve. We caution, however, that charter schools are not a panacea for solving all education challenges.

Some provisions of the underlying bill represent improvements, such as requiring greater charter authorizer accountability, and including weighted lotteries to address under-enrollment of disadvantaged students. However, the underlying bill falls short in key areas: including no mandatory disclosure and reporting on key data including funding from private sources, no independent audit requirements, no open meetings requirements and no conflict of interest guidelines. Please refer to NEA's full letter on the underlying bill for more details.

NEA's views on specific amendments are listed below.

The following are amendments strongly supported by NEA:

#3 by Rep. Castor—Requires the Secretary of Education to develop and enforce conflict of interest guidelines for all charter schools receiving federal assistance. Guidelines must include disclosures from anyone affiliated with the charter school that has a financial interest in the school.

#4 by Rep. Moore—This amendment would establish a two percent set-aside of funds to assist with state oversight of their charter schools, and ensure disclosure of private sources of funding in audits.

#7 by Reps. Grayson/Clarke/Wilson—This amendment ensures that an application by a state entity to receive grants through the Charter School Program contains an assurance that charter schools will also measure student retention rates in their annual performance assessments—as well as graduation rates and student academic growth, as currently required by this bill.

#8 by Rep. Jackson Lee—This amendment ensures that charter schools make certain information publicly available on their website including student recruitment, enrollment criteria, student discipline policies, behavior codes, and any parent contract requirements or financial obligations.

#9 by Reps. Wilson/R. Davis/Duckworth/Grayson/McKinley/Fudge—This amendment will ensure collection and public dissemination of information that will help parents make informed decisions about education options for their children, including disaggregated data on student outcomes, suspensions, and expulsions.

#12 by Rep. Loretta Sanchez—This amendment requires states to report how they have worked with their charter schools to foster community involvement.

NEA is also supportive of these amendments to H.R. 10:

#5 by Reps. Bass/Marino/McDermott/Bachmann—This amendment ensures there are no unnecessary barriers for foster youth in charter school enrollment and ensures the inclusion and retention of all students no matter the involvement or lack of involvement of parents.

#10 by Reps. Langevin/G. Thompson—This amendment would add comprehensive career counseling to the criteria that the Secretary of Education will take into account when prioritizing grants to school districts.

#11 by Rep. Bonamici—This amendment would clarify the reporting requirements of State entities to include the sharing of best practices by charters and traditional public schools.

We thank you for your consideration of our views on these select amendments and urge your support for them.

Sincerely,

MARY KUSLER,
Director, Government Relations.

Ms. JACKSON LEE. Mr. Chairman, let me conclude my remarks by saying that, across America, children are bullied every day, and across America, parents are baffled by the educational system.

Any time that you can reinforce this idea of transparency, I believe that it is an important step forward, and I would hope that my colleagues would be able to support this amendment. I believe it is a strong, but positive amendment.

I yield to the gentleman from Minnesota for an inquiry, please, to the chairman of the committee.

What modification could occur with this amendment? It is a strong amendment that is supported by educational groups, and it just reinforces, I believe, in a more specific manner the intent of H.R. 10.

Mr. KLINE. Will the gentlewoman yield?

Ms. JACKSON LEE. I yield to the gentleman from Minnesota.

Mr. KLINE. I thank the gentlelady.

Mr. Chairman, my concern with the amendment is that this puts additional reporting requirements on the charter schools that are not required of traditional public schools.

We are trying to make it easier, and we are trying to streamline the process. We are trying to expand the charter school movement of quality charter schools, and I don't think we should be adding additional burdens onto charter schools which make it harder for them to move forward.

The Acting CHAIR. The time of the gentlewoman has expired.

Mr. KLINE. Mr. Chairman, I do appreciate the gentlelady's efforts to get information out there.

As I said earlier, unfortunately, I want to be very, very careful in avoiding adding additional burdens or more red tape or more requirements to charter schools at the very time when we are trying to streamline the system and make it easier to expand and to replicate quality charter schools.

So, unfortunately, I encourage my colleagues to vote ''no'' on the amendment.

I yield back the balance of my time.

Ms. JACKSON LEE. Mr. Chair, I would like to offer my thanks and appreciation to Chairman KLINE and Ranking Member MILLER for all of their work in their stewardship in bringing this strongly bipartisan bill to the House Floor for consideration.

They have both worked hard on ways to improve education for our nation's youth and I have had the pleasure of working with the Chair on many issues of mutual interest for the improvement of education.

Mr. Chair, thank you for this opportunity to explain my amendment to H.R. 10. My amendment directs State Education Agencies that award Federally funded grants to charter schools under this bill to work with those schools so that they provide information on their websites regarding student recruitment, orientation materials, enrollment criteria, student discipline policies, behavior codes, and parent contract requirements, which should include any financial obligations such as fees for tutoring, and extra-circular activities.

My amendment has the support of the National Educational Association and the American Federation of Teachers. I have letters from both organizations that I would like included in the RECORD along with my statement.

Charter schools were new—but today they have become for many parents an important public education option. Not all public charter schools have been successful, but the work of those that have been successful have led us to this point of considering legislation to provide additional Federal funding for the creation of additional charter schools.

This amendment is a pro-education consumer amendment that would educate parents who are investigating the public charter school option for their child's education.

The Jackson Lee Amendment will make it possible for parents to learn more about how schools deal with important education issues such as academic performance, enrichment programs, anti quality of education life issues programs for children with learning disabilities like dyslexia are taught.

Many public charter schools provide this information online, and the amendment would support this good transparency practice. The Jackson Lee amendment is good for parents and for charter schools because parents would have access to information that helps them make education decisions for their children; and charter schools would speak to a larger audience regarding their education programs.

This information being provided on Charter School websites would help us better understand what public charter schools are offering to parents and students. It would also bring additional transparency regarding the drivers of higher enrollment in public charter schools and promote greater public awareness regarding polices on such as discipline, counseling, drop-outs, bullying, as well as programs that impact of education on children with learning disabilities like dyslexia on student retention.

In Houston, I have had the benefit of seeing the work of public charter schools at work: Harmony Public Schools, YesPrep Public Charter Schools, and KIPP Public Charter Schools have made tremendous advancements.

It is my hope that charter school districts and charter schools will take up the challenge of providing hard data to make the case for their approaches to education.

I offered two amendments for consideration by the House Rules Committee that would strengthen the legislative goals of H.R. 10.

I also offered a second Jackson Lee Amendment in the form of a ''Sense of the Congress'' on the promotion of, and support for anti-bullying programs in charter schools, including those that serve rural communities not supported by the Rules Committee. I regret that this amendment was not made in order for consideration of this bill because the prevention of bullying is one of the most challenging problems facing school officials.

Bullying is not a new behavior. Kids have been exposed to bullying in school for generations. Now, however, bullying has taken on

new heights and sometimes victims of bullies suffer severe and lasting consequences.

For victims of bullying, they go to school every day facing harassment, taunting, and humiliation. Studies show that 25–35 percent of teens encountered some type of bullying in their lifetime. Bullying is a form of violent behavior that happens not only in the schools but everywhere.

The National Center for Educational Studies reports show that 14 percent of 12- to 18-year-olds surveyed report being victims of direct or indirect bullying. 1 out of 4 kids is bullied. The Department of Justice reports that 1 out of every 4 kids will be abused by another youth.

I introduced H.R. 2585, the Juvenile Accountability Block Grant Reauthorization and the Bullying Prevention and Intervention Act of 2013. This bill amends the Omnibus Crime Control and Safe Streets Act of 1968 by expanding the juvenile accountability block grant program with respect to programs for the prevention of bullying to include intervention programs. The bill's objective is to reduce and prevent bullying and establish best practices for all activities that are likely to help reduce bullying among young people.

This year a million children will be teased, taunted, and physically assaulted by their peers. Bullying is the most common form of violence faced by our nation's youth.

The frequency and intensity of bullying that young people face are astounding:

1 in 7 students in grades K–12 is either a bully or a victim of bullying.

90 percent of 4th to 8th grade students report being victims of bullying of some type.

56 percent of students have personally witnessed some type of bullying at school.

71 percent of students report incidents of bullying as a problem at their school.

15 percent of all students who don't show up for school report it to being out of fear of being bullied while at school.

1 out of 20 students has seen a student with a gun at school,

282,000 students are physically attacked in secondary schools each month.

Consequences of bullying:

15 percent of all school absenteeism is directly related to fears of being bullied at school.

According to bullying statistics, 1 out of every 10 students who drops out of school does so because of repeated bullying.

Suicides linked to bullying are the saddest statistic.

Statistics on gun violence:

Homicide is the 2nd leading cause of death for young people ages 15 to 24 years old.

Homicide is the leading cause of death for African Americans between ages 10 and 24.

Thirteen young people from ages 10–24 become victims of homicide every day.

82.8 percent of those youths were killed with a firearm.

Every 30 minutes, a child or teenager in America is injured by a gun.

Every 3 hours and 15 minutes, a child or teenager loses their life to a firearm.

In 2010, 82 children under 5 years of age lost their lives due to guns.

One of four high school males reportedly carry a weapon to school, with 8.6 percent of reportedly carry a gun.

87 percent of youth said shootings are motivated by a desire to "get back at those who have hurt them, and 86 percent said, "other kids picking on them, making fun of them or bullying them" causes teenagers to turn to lethal violence in the schools.

In 2011, over 707,000 young people, aged 10 to 24 years, had to be rushed to the emergency room as a result of physical assault injuries.

Victims of bullying often suffer in silence and parents are the last ones to know that their child is being bullied or may be a bully. What once was thought to be a childhood ritual has been proven by school psychologists, law enforcement officials, parents, and students to be much more serious.

Anti-bullying programs can help children understand the seriousness of bullying; and assist parents in learning the signs of bullying as well as learning how to speak to their children about the issue of bullying.

Mr. Chair, I ask my colleagues to support my amendment to make information available on publicly funded charter school websites so that parents are afforded the opportunity to make the best education decisions for their children.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from Texas (Ms. JACKSON LEE).

The question was taken; and the Acting Chair announced that the noes appeared to have it.

Ms. JACKSON LEE. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentlewoman from Texas will be postponed.

AMENDMENT NO. 9 OFFERED BY MS. WILSON OF FLORIDA

The Acting CHAIR. It is now in order to consider amendment No. 9 printed in part A of House Report 113–444.

Ms. WILSON of Florida. 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 21, beginning line 16, amend subparagraph (G) to read as follows:

"(G) The State entity will ensure that each charter school in the State makes publicly available, consistent with the dissemination requirements of the annual State report card, information to help parents make informed decisions about the education options available to their children, including information for each school on—

"(i) the educational program;

"(ii) student support services;

"(iii) annual performance and enrollment data, disaggregated by the groups of students described in section 1111(b)(2)(C)(v)(II); and

"(iv) any other information the State requires all other public schools to report for purposes of section 1111(h)(1)(D).".

The Acting CHAIR. Pursuant to House Resolution 576, the gentlewoman from Florida (Ms. WILSON) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from Florida.

Ms. WILSON of Florida. Mr. Chairman, I rise to offer an amendment to H.R. 10.

Although I have very significant concerns about charter schools, it is important to note that defeating H.R. 10 would not eliminate charter schools; it would just maintain the broken status quo. As lawmakers, we must make laws better. We must shape the narrative to benefit the entire Nation.

So, today, I am offering a bipartisan amendment to H.R. 10 to increase accountability, quality, transparency, and to put into priority order access and services for disadvantaged students who are currently underserved by charter schools.

It would require charter schools to disclose information relating to their demographic makeup, how well they educate students, school attendance, average class size, academic achievement gains, parental involvement, and discipline. It holds charter schools to the same disclosure standards as traditional public schools.

We know, when public charters are held to the same standards of accountability, equitable access, and transparency, as in traditional public schools, all of our students receive a better education, but when public charters are not held to these standards, a student's learning suffers, and taxpayers' money is wasted.

I want to thank Chairman KLINE and Ranking Member MILLER for their leadership on this issue and for their support of my amendment. I also thank the cosponsors of this amendment, Representatives RODNEY DAVIS, TAMMY DUCKWORTH, ALAN GRAYSON, DAVID MCKINLEY, and MARCIA FUDGE.

Thank you for your commitment to provide every child access to a quality education. I would appreciate your support on my amendment.

I now yield to the gentleman from Illinois, Representative RODNEY DAVIS.

Mr. RODNEY DAVIS of Illinois. Thank you to my colleague from Florida for yielding time, and thank you for your leadership on this issue.

First, I want to commend my colleagues on the Education and the Workforce Committee—Chairman KLINE, Ranking Member MILLER, and all of those who serve on that committee on both sides of the aisle—for their work in crafting this bipartisan bill that promotes quality charter schools.

Mr. Chairman, my district is located in central and southwestern Illinois, and we are fortunate to have many effective public schools and also charter schools, including the public schools that my three children attend in Taylorville, Illinois.

Successful charter schools can partner with public schools and give children at all levels, in many of the areas of our country, more opportunities to receive the quality education they deserve.

In over the last decade, charter schools have more than doubled in number and now serve, roughly, 2.6 million students. As this number continues to grow, we must make sure

charter schools are also like our public schools—accountable and transparent to the taxpayers and, most importantly, to parents.

The amendment I am offering, along with my colleagues, would do just that by requiring charter schools to collect the same data required of public schools by our States. Additionally, our amendment ensures this information is made public, so parents can make the best decisions for their students.

I want to thank my colleagues for their work on this amendment; and I, again, thank Chairman KLINE for his leadership on this issue.

Ms. WILSON of Florida. Mr. Chairman, I now yield to the gentleman from Colorado (Mr. POLIS).

Mr. POLIS. I thank the gentlelady for working on this important amendment.

Mr. Chairman, public school choice is only as good as informational options are placed before parents. Too often, only the already enfranchised parents have the ability to choose a school that works for their kids.

What this amendment ensures is that all parents are able to find publicly available information, consistent with State law, about the quality of public school options in their areas, in order to help make better informed decisions in the education marketplace.

For public education to work and for competition to have a constructive impact on public education, parents and families need to be able to make informed decisions.

This amendment is an important step towards helping families have the information they need to make public school choice work, to make sure that public charter schools that offer the transformational opportunity to help kids succeed have the information placed in the hands of the most at-risk families, as well as of the families who are already enfranchised through active parents.

I strongly support this amendment, and I encourage my colleagues to include it in the bill.

Ms. WILSON of Florida. Mr. Chairman, I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, I claim the time in opposition to the amendment, although I do not oppose it.

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

There was no objection.

Mr. KLINE. Mr. Chairman, I very much appreciate the work that Ms. WILSON and the other coauthors of this amendment have put into this. I think it helps the bill, and I would urge my colleagues to support this amendment.

I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from Florida (Ms. WILSON).

The question was taken; and the Acting Chair announced that the ayes appeared to have it.

Mr. KLINE. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentlewoman from Florida will be postponed.

The Acting CHAIR. The Committee will rise informally.

The Speaker pro tempore (Mr. AMODEI) assumed the chair.

MESSAGE FROM THE SENATE

A message from the Senate by Ms. Curtis, one of its clerks, announced that the Senate has agreed to without amendment a concurrent resolution of the House of the following title:

H. Con. Res. 83. Concurrent resolution authorizing the use of Emancipation Hall in the Capitol Visitor Center for an event to celebrate the birthday of King Kamehameha I.

The message also announced that the Senate has passed a bill of the following title in which the concurrence of the House is requested:

S. 2197. An act to repeal certain requirements regarding newspaper advertising of Senate stationery contracts.

The SPEAKER pro tempore. The Committee will resume its sitting.

SUCCESS AND OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS ACT

The Committee resumed its sitting.

□ 1100

AMENDMENT NO. 10 OFFERED BY MR. LANGEVIN

The Acting CHAIR. It is now in order to consider amendment No. 10 printed in part A of House Report 113–444.

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 25, line 10, strike ''or dropout'' and inserting '', dropout''.

Page 25, line 11, insert before the period at the end the following: '', or comprehensive career counseling practices''.

The Acting CHAIR. Pursuant to House Resolution 576, 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 Chairman KLINE and Ranking Member MILLER for their hard work in bringing this bill to the floor. While it is not perfect, I certainly appreciate their bipartisan work on the public charter school program.

Mr. Chairman, my amendment basically adds comprehensive career counseling to the criteria that the Secretary of Education will take into account when prioritizing grants awarded under this bill. The amendment would provide school counselors with the most up-to-date information and training for current and future workforce trends and needs. As students plan their path forward, this knowledge will be invaluable.

I am proud to be joined in offering this amendment by my good friend and colleague, Congressman G.T. THOMPSON from Pennsylvania. As cochairs of the bipartisan Congressional Career and Technical Education Caucus, Representative THOMPSON and I are committed to expanding skills and training that will provide students of all ages with the capabilities necessary to meet the demands of the modern economy. It is a true partnership, and I appreciate his leadership.

Comprehensive career counseling is a vital part of skills training. It helps to better align school curricula with local workforce trends and available postsecondary opportunities.

This amendment will help school counselors connect high school students to the skills they need to succeed in the 21st century workforce.

As we all can see, it has become clear that high school diplomas are no longer sufficient training for the modern job market. While not every job will require a college degree, some sort of postsecondary education will be absolutely necessary. Whether it comes from a community college, a skills training program, or on-the-job training, we need to change what it means to be college- and career-ready. We need to provide students with the knowledge and expertise that will truly prepare them for what is next.

Comprehensive career counseling and training doesn't just belong to charter schools. It is a tool that all students should be able to access, and I look forward to working with my colleagues to expand this program to other schools in the future. Today, we have an opportunity to take a first step in that direction.

I urge my colleagues to join me in supporting this amendment.

With that, I yield to the gentleman from California (Mr. GEORGE MILLER), the ranking member.

Mr. GEORGE MILLER of California. I thank the gentleman for yielding.

I rise in support of this amendment. He states it quite correctly: all secondary schools should be equipped to assist bridging the divide from high school to college to career.

I thank the gentleman for offering the amendment, and I urge my colleagues to vote in support of it.

Mr. LANGEVIN. I reserve the balance of my time.

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

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

There was no objection.

Mr. THOMPSON of Pennsylvania. Mr. Chairman, I want to thank Chairman KLINE and Ranking Member MILLER for their work on the bipartisan Success and Opportunity Through Quality Charter Schools Act. This is the second bipartisan bill the committee has brought to the floor this week.

I also want to thank the gentleman from Rhode Island, my good friend, Representative LANGEVIN, who I am proud to join in offering this bipartisan amendment. We cochair the Congressional Career and Technical Education Caucus together, and opportunities like this amendment are really at the heart of education: preparing students for viable workforce opportunities and to assist the American economy to be competitive in a global market.

The amendment we have put forward adds comprehensive career counseling to the criteria the U.S. Secretary of Education will consider when making grants to support high-performing charter schools and their expansion.

No matter the school, the further promotion of comprehensive career counseling helps drive curriculum improvements that are better aligned with local workforce trends and the availability of postsecondary opportunities, whether they be non-degree certificate programs, internships, apprenticeships, or 2-year and 4-year degrees.

In all schools, traditional and charter, we must advance every opportunity to guide students into postsecondary opportunities that reflect the individual's talents and interests, which includes offering them the support and the counseling necessary to begin them on that path to mobility and success.

I often say it is not where you start out in life, it is where you end up. And career counseling will help students maximize their individual potential to achieve during that journey.

Our amendment is supported by the American School Counselor Association, the Association for Career and Technical Education, the National Education Association, the American Federation of Teachers, and the National Alliance for Public Charter Schools.

I urge my colleagues to support this commonsense amendment that builds on the important and valuable reforms included in the underlying bill, and I thank the gentleman from Rhode Island.

I reserve the balance of my time.

Mr. LANGEVIN. Mr. Chairman, I thank my colleague for his kind words in support of the amendment.

With that, I urge all my colleagues to support this amendment. Again, it will give school counselors the most up-to-date information and training that they need as they are advising their young students about their career path forward.

I urge my colleagues to support the amendment, and I yield back the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Chairman, I just urge support of this amendment, and I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Rhode Island (Mr. LANGEVIN).

The question was taken; and the Acting Chair announced that the ayes appeared to have it.

Mr. LANGEVIN. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Rhode Island will be postponed.

AMENDMENT NO. 11 OFFERED BY MS. BONAMICI

The Acting CHAIR. It is now in order to consider amendment No. 11 printed in part A of House Report 113–444.

Ms. BONAMICI. 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 26, line 20, insert before the semicolon at the end the following: '', including how the State entity met the objective of sharing best and promising practices described in subsection (e)(1)(A)(x) in areas such as instruction, professional development, curricula development, and operations between charter schools and other public schools, and the extent to which, if known, such practices were adopted and implemented by such other public schools;''.

The Acting CHAIR. Pursuant to House Resolution 576, the gentlewoman from Oregon (Ms. BONAMICI) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from Oregon.

Ms. BONAMICI. Mr. Chairman, I rise in support of an amendment to H.R. 10, but I want to start by thanking Chairman KLINE and Ranking Member MILLER for collaborating on this bipartisan legislation.

I also want to thank my colleagues today who have offered amendments that will further strengthen the transparency and oversight of charter schools.

We have heard a lot of remarks about charter schools expanding opportunity for students and transforming education in cities and towns across the country. But we need to remember that charter schools enroll about 5 percent of public school students.

Charter schools are not the only schools leading in innovation. When I am in my district in Oregon visiting schools, I am always impressed by the great things that they are doing.

I visited a public middle school in Forest Grove, Oregon, recently, where every student has a tablet, and the educators are trained in the technology to improve instruction and track students' understanding in real time.

I have visited a public elementary school in Hillsboro, Oregon, that created a school-wide STEM curriculum that integrates the arts and creative exploration, where the students are engaged.

And just recently, Lincoln High School, a traditional public high school from Portland, Oregon, won the national ''We the People'' competition here in Washington, D.C., by displaying their phenomenal knowledge of the U.S. Constitution.

So I am a strong supporter of traditional schools. Sometimes they are the community center in the town, the place where generations of family members have gone.

Mr. Chairman, I am going to support this bill today—and we will pass it—but Congress needs to redouble our focus on the other 95 percent of the students in traditional public schools who need relief from the punitive provisions of No Child Left Behind. I hope, Mr. Chairman and Ranking Member MILLER, that we can come back and find a bipartisan ESEA reauthorization.

My amendment today recognizes that charter schools are meant to also benefit traditional public schools. One way the charter schools support traditional schools is by sharing practices that are evidence-driven and replicable.

H.R. 10 asks the State entities overseeing charter schools to disseminate best practices from charter schools to traditional public schools. The bill already asks States to report on these efforts. But H.R. 10 does not ask States to measure if the sharing of best practices is benefiting traditional public schools.

There are some positive examples of traditional schools and charter schools collaborating to create curricula or rethink instruction, and the Department of Education and some States are capturing this work. But we should also be focused on the sharing of best practices. And we should be especially focused on what we are getting out of it.

My amendment has States include in their reports on charter school programs the extent to which best practices in instruction and professional development and curricular programs are being adopted and implemented by traditional public schools.

Remember, we spend taxpayer money on charter schools, and we grant them autonomy and flexibility in exchange for them testing new models of teaching and learning. The goal has been for these educational laboratories to benefit other students in traditional schools as well.

My amendment emphasizes the original intent of charter schools. It simply asks the States to consider whether best practices are transferable and adoptable. Are the efforts to share best practices benefiting educators and the millions of students in traditional public schools?

The amendment is a small measure. It doesn't create a new requirement for States. The report is already required. But it is an important reminder that innovation in charter schools can also benefit all students as well.

I urge my colleagues to support this amendment.

Mr. GEORGE MILLER of California. Will the gentlewoman yield?

Ms. BONAMICI. I yield to the gentleman from California.

Mr. GEORGE MILLER of California. I thank the gentlewoman for yielding.

I rise in strong support of this amendment. I think her amendment addresses one of the concerns that I have had, and I believe many in the educational community have had for a long time: that we didn't intend to create two separate systems with public charter schools.

We were hoping to be able to allow some flexibility for innovation and best practices, and to develop different methods of teaching around learning, but those were to be shared with the traditional schools.

As Ms. BONAMICI points out, traditional schools have also tacked in many different directions with the use of academies and career development programs that are best practices in those areas. Those should be shared with the charters. But that hasn't happened, some of it for political reasons, some of it because they are both so busy they haven't been able to get together. But we would all be enriched and all the systems would be enriched if this sharing in fact takes place.

I think this amendment is very helpful in getting that dialogue and that sharing and the outcomes started down a road that would benefit all students, whether they are in the traditional system or whether they have chosen to go to a charter school.

Thank you very much for offering this amendment.

Ms. BONAMICI. I reserve the balance of my time.

Mr. KLINE. Mr. Chairman, I claim time in opposition, although I am not opposed to the amendment.

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

There was no objection.

Mr. KLINE. Mr. Chairman, this amendment improves the bill. I want to thank the gentlewoman for offering this amendment and bringing it forward and explaining it so eloquently.

I urge my colleagues to support this amendment, and I reserve the balance of my time.

Ms. BONAMICI. Mr. Chairman, this does improve the bill. Collaboration between charter schools and traditional schools is a good thing. Sharing of practices will be beneficial.

I urge my colleagues to support this amendment, and I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from Oregon (Ms. BONAMICI).

The question was taken; and the Acting Chair announced that the ayes appeared to have it.

Ms. BONAMICI. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentlewoman from Oregon will be postponed.

□ 1115

AMENDMENT NO. 12 OFFERED BY MS. LORETTA SANCHEZ OF CALIFORNIA

The Acting CHAIR. It is now in order to consider amendment No. 12 printed in part A of House Report 113–444.

Ms. LORETTA SANCHEZ of California. 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 27, line 3, strike ''and''.

Page 27, line 10, strike the period at the end and insert ''; and''.

Page 27, after line 10, insert the following: ''(7) how the State entity has worked with charter schools receiving funds under the State entity's program to foster community involvement in the planning for and opening of such schools.''.

The Acting CHAIR. Pursuant to House Resolution 576, the gentlewoman from California (Ms. LORETTA SANCHEZ) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from California.

Ms. LORETTA SANCHEZ of California. Mr. Chairman, I yield myself as much time as I may consume.

Mr. Chairman, innovation is important to our country and to our communities. Innovation and education is a step up in our economic situation here in the United States.

A high-quality education is a foundation—it is really a foundation, not just for individuals, but for families, for communities, for our Nation. That is one of the reasons why I believe that it is important to have charter schools and to have charter schools compete well, to have charter schools thought out well. They are an addition to what is going on in our public school system.

Mr. Chairman, back in my area, I have two very, very outstanding charter schools right down the street from where I live. One of them is the Orange County School of the Arts, performing arts; and aside from that, it has one of the highest academic levels. In fact, it is in the top 10 charter schools in my home State of California. As you know, we represent a large amount of people, 38 million or so, so that is saying something.

I also have the El Sol Science and Arts Academy just down the street. That is an elementary school. What it has seen is incredible achievement, the close of the achievement gap for lower-income students.

But not all schools are high quality—not all charter schools are high quality, and what we need to do is recommit to ensuring that those schools we have, both traditional public and charter schools, as well as private schools, do a good job for America; so that is why I will be voting for H.R. 10.

My amendment, Mr. Chairman, would simply work to ensure that community involvement is happening with charter schools. That is incredibly important.

I know that, when I went to school, community was involved in my public school, and that is why it was one of the most outstanding elementary schools in our Nation at the time.

I am pleased to have worked with my colleagues from both sides of the aisle on the amendment that I am offering today, which will hold public charter schools accountable in fostering and promoting community involvement.

Simply said, the amendment requires State entities receiving funds through the Charter Schools Program to report on how their allocations are supporting and enhancing community involvement.

The voices in our communities matter, the voices of parents, of educators, of stakeholders. Let's not forget that it is those communities that send each of us here to the United States House of Representatives.

So I believe that charter schools must be engaged with the local community to understand the students they teach, and my amendment will strengthen the role of community in the process.

Higher community involvement in schools is essential to the success of the students and is also essential to the families of those students.

So I believe that this amendment will help us in making that gap of achievement that we see in so many areas where charter schools are located, making that gap of achievement smaller.

While charter schools are not the final solution to the educational challenges in our country, let's ensure that all of our schools are positively contributing to the promise of a quality education for every child in every neighborhood.

I urge my colleagues to support my amendment to improve this bill.

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

Mr. KLINE. Mr. Chairman, I claim the time in opposition to the amendment, although I do not oppose the amendment.

The Acting CHAIR. The gentleman from Minnesota is recognized for 5 minutes.

Mr. KLINE. Mr. Chairman, this amendment does improve the bill. I thank the gentlewoman for bringing it forward.

I urge my colleagues to support this amendment, and I reserve the balance of my time.

Ms. LORETTA SANCHEZ of California. Mr. Chairman, I yield such time as he may consume to the gentleman from Colorado (Mr. POLIS).

Mr. POLIS. Mr. Chairman, I thank the gentlewoman (Ms. LORETTA SANCHEZ) for bringing forward this amendment.

This amendment represents a best practice for charter schools. It is an

important upgrade to our Federal authorization program to ensure that charter schools work to improve communities, disseminate best practices to public charter schools, and partner with businesses and with nonprofits in the community to improve the neighborhoods.

A great school can truly help transform a community. Community involvement is the key to a public charter school having the maximum positive impact on the community.

Parents are important partners for a child's education, and one of the great things that well-functioning, high-quality public charter schools do is involve parents.

By incorporating this best practice into the Federal authorizing statute, we encourage States and districts to go even further, to ensure that parents and the broader community are involved in working with the public charter school as a component of transforming the neighborhood.

I urge my colleagues to vote ''yes'' on this amendment and ''yes'' on the underlying bill.

The Acting CHAIR. The time of the gentlewoman has expired.

Mr. KLINE. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from California (Ms. LORETTA SANCHEZ).

The amendment was agreed to.

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, proceedings will now resume on those amendments printed in part A of House Report 113–444 on which further proceedings were postponed, in the following order:

Amendment No. 3 by Ms. CASTOR of Florida.

Amendment No. 8 by Ms. JACKSON LEE of Texas.

Amendment No. 9 by Ms. WILSON of Florida.

Amendment No. 10 by Mr. LANGEVIN of Rhode Island.

Amendment No. 11 by Ms. BONAMICI of Oregon.

The Chair will reduce to 2 minutes the minimum time for any electronic vote after the first vote in this series.

AMENDMENT NO. 3 OFFERED BY MS. CASTOR OF FLORIDA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Florida (Ms. CASTOR) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The vote was taken by electronic device, and there were—ayes 190, noes 205, not voting 36, as follows:

[Roll No. 212]

AYES—190

Barber
Barrow (GA)
Bass
Beatty
Becerra
Bera (CA)
Bishop (NY)
Blumenauer
Bonamici
Brady (PA)
Braley (IA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu
Cicilline
Clark (MA)
Clay
Clyburn
Connolly
Conyers
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
Delaney
DeLauro
DelBene
Dent
Deutch
Dingell
Doggett
Doyle
Duckworth
Edwards
Ellison
Engel
Enyart
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Garcia
Gerlach
Gibson
Grayson
Green, Al
Green, Gene
Hahn
Hanabusa
Hanna
Heck (WA)
Higgins
Himes
Hinojosa
Holt
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lee (CA)
Levin
Lewis
Lipinski
LoBiondo
Loebsack
Lofgren
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maffei
Maloney, Carolyn
Maloney, Sean
Matheson
Matsui
McCarthy (NY)
McCollum
McDermott
McGovern
McIntyre
McKinley
McNerney
Meeks
Meng
Michaud
Moran
Murphy (FL)
Nadler
Napolitano
Neal
Negrete McLeod
Nolan
O'Rourke
Pallone
Pascrell
Pastor (AZ)
Payne
Perlmutter
Perry
Peters (CA)
Peters (MI)
Peterson
Pingree (ME)
Pitts
Pocan
Polis
Price (NC)
Quigley
Rahall
Rangel
Reichert
Richmond
Ros-Lehtinen
Roybal-Allard
Ruiz
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schneider
Schock
Schrader
Scott (VA)
Serrano
Sewell (AL)
Shea-Porter
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Swalwell (CA)
Takano
Thompson (CA)
Thompson (MS)
Tierney
Titus
Tonko
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters
Waxman
Welch
Wilson (FL)
Yarmuth

NOES—205

Aderholt
Amash
Amodei
Bachus
Barletta
Barr
Barton
Benishek
Bentivolio
Bilirakis
Bishop (UT)
Black
Blackburn
Boustany
Brady (TX)
Bridenstine
Brooks (AL)
Brooks (IN)
Broun (GA)
Buchanan
Bucshon
Byrne
Calvert
Camp
Campbell
Cantor
Capito
Carter
Cassidy
Chabot
Chaffetz
Coffman
Cohen
Cole
Collins (GA)
Collins (NY)
Conaway
Cook
Cooper
Cramer
Crenshaw
Culberson
Daines
Denham
DeSantis
DesJarlais
Diaz-Balart
Duncan (SC)
Duncan (TN)
Ellmers
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Gardner
Garrett
Gibbs
Gingrey (GA)
Gohmert
Goodlatte
Gosar
Gowdy
Graves (GA)
Graves (MO)
Griffin (AR)
Griffith (VA)
Guthrie
Hall
Harris
Hartzler
Hastings (WA)
Heck (NV)
Hensarling
Herrera Beutler
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Issa
Jenkins
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Labrador
LaMalfa
Lamborn
Lance
Lankford
Latham
Latta
Long
Lucas
Luetkemeyer
Lummis
Marchant
Marino
Massie
McCarthy (CA)
McCaul
McClintock
McHenry
McKeon
McMorris Rodgers
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Miller, Gary
Miller, George
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Noem
Nugent
Nunes
Olson
Owens
Paulsen
Pearce
Petri
Pittenger
Poe (TX)
Pompeo
Posey
Price (GA)
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rohrabacher
Rokita
Rooney
Roskam
Ross
Rothfus
Royce
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Southerland
Stewart
Stivers
Stockman
Stutzman
Terry
Thompson (PA)
Thornberry
Tiberi
Tipton
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walorski
Weber (TX)
Webster (FL)
Wenstrup
Westmoreland
Wilson (SC)
Wittman
Wolf
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IN)

NOT VOTING—36

Bachmann
Bishop (GA)
Burgess
Cárdenas
Clarke (NY)
Cleaver
Coble
Cotton
Crawford
DeGette
Duffy
Granger
Grijalva
Grimm
Gutiérrez
Harper
Hastings (FL)
Horsford
Hurt
Johnson (GA)
Kingston
McAllister
Moore
Nunnelee
Palazzo
Pelosi
Reed
Runyan
Ruppersberger
Rush
Schwartz
Scott, David
Smith (TX)
Speier
Whitfield
Williams

□ 1146

Messrs. OWENS and GINGREY of Georgia changed their vote from ''aye'' to ''no.''

Messrs. PETERS of California, PITTS, Ms. ROS-LEHTINEN, and Ms. LOFGREN changed their vote from ''no'' to ''aye.''

So the amendment was rejected.

The result of the vote was announced as above recorded.

Stated for:

Mr. RUPPERSBERGER. Mr. Chair, on rollcall No. 212 I was unable to vote due to a medical procedure. Had I been present, I would have voted ''yes.''

Ms. MOORE. Mr. Chair, I missed rollcall vote No. 212 on the Castor Amendment to H.R. 10—''To amend the charter school program under the Elementary and Secondary Education Act of 1965. Had I been present, I would have voted ''yes.''

AMENDMENT NO. 8 OFFERED BY MS. JACKSON LEE

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Texas (Ms. JACKSON LEE) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 179, noes 220, not voting 32, as follows:

[Roll No. 213]

AYES—179

Barber
Barrow (GA)
Bass
Beatty
Becerra
Bera (CA)
Bishop (NY)
Blumenauer
Bonamici
Brady (PA)
Braley (IA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu
Cicilline
Clark (MA)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeLauro
DelBene
Deutch
Dingell
Doggett
Doyle
Duckworth
Edwards
Ellison
Engel
Enyart
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gallego
Garamendi
Garcia
Gibson
Grayson
Green, Al
Green, Gene
Gutiérrez
Hahn
Hanabusa
Hanna
Heck (WA)
Higgins
Himes
Hinojosa
Holt
Honda
Horsford
Hoyer
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lee (CA)
Levin
Lewis
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Maloney, Carolyn
Maloney, Sean
Matheson
Matsui
McCarthy (NY)
McCollum
McDermott
McGovern
McIntyre
McNerney
Meeks
Meng
Michaud
Moore
Moran
Murphy (FL)
Nadler
Napolitano
Neal
Negrete McLeod
Nolan
O'Rourke
Pallone
Pascrell
Pastor (AZ)
Payne
Pelosi
Perlmutter
Peters (MI)
Peterson
Pingree (ME)
Pocan
Price (NC)
Quigley
Rahall
Rangel
Richmond
Ros-Lehtinen
Roybal-Allard
Ruiz
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schneider
Scott (VA)
Serrano
Sewell (AL)
Shea-Porter
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takano
Thompson (CA)
Thompson (MS)
Tierney
Titus
Tonko
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waxman
Welch
Wilson (FL)
Yarmuth

NOES—220

Aderholt
Amash
Amodei
Bachus
Barletta
Barr
Barton
Benishek
Bentivolio
Bilirakis
Bishop (UT)
Black
Blackburn
Boustany
Brady (TX)
Bridenstine
Brooks (AL)
Brooks (IN)
Broun (GA)
Buchanan
Bucshon
Burgess
Byrne
Camp
Campbell
Cantor
Capito
Carney
Carter
Cassidy
Chabot
Chaffetz
Coffman
Collins (GA)
Collins (NY)
Conaway
Cook
Cooper
Cramer
Crenshaw
Culberson
Daines
Davis, Rodney
Delaney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Duncan (SC)
Duncan (TN)
Ellmers
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Gabbard
Gardner
Garrett
Gerlach
Gibbs
Gingrey (GA)
Gohmert
Goodlatte
Gosar
Gowdy
Graves (GA)
Graves (MO)
Griffin (AR)
Griffith (VA)
Guthrie
Hall
Harris
Hartzler
Hastings (WA)
Heck (NV)
Hensarling
Herrera Beutler
Holding
Hudson
Huelskamp
Huffman
Huizenga (MI)
Hultgren
Hunter
Issa
Jenkins
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Labrador
LaMalfa
Lamborn
Lance
Lankford
Latham
Latta
Lofgren
Long
Lucas
Luetkemeyer
Lummis
Lynch
Maffei
Marchant
Marino
Massie
McCarthy (CA)
McCaul
McClintock
McHenry
McKeon
McKinley
McMorris Rodgers
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Miller, Gary
Miller, George
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Noem
Nugent
Nunes
Olson
Owens
Paulsen
Pearce
Perry
Peters (CA)
Petri
Pittenger
Pitts
Poe (TX)
Polis
Pompeo
Posey
Price (GA)
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rohrabacher
Rokita
Rooney
Roskam
Ross
Rothfus
Royce
Ryan (WI)
Salmon
Sanford
Scalise
Schock
Schrader
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Southerland
Stivers
Stockman
Stutzman
Terry
Thompson (PA)
Thornberry
Tiberi
Tipton
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walorski
Weber (TX)
Webster (FL)
Wenstrup
Westmoreland
Wilson (SC)
Wittman
Wolf
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IN)

NOT VOTING—32

Bachmann
Bishop (GA)
Calvert
Clarke (NY)
Coble
Cole
Cotton
Crawford
DeGette
Duffy
Granger
Grijalva
Grimm
Harper
Hastings (FL)
Hurt
Kingston
McAllister
Nunnelee
Palazzo
Reed
Runyan
Ruppersberger
Rush
Schiff
Schwartz
Scott, David
Smith (TX)
Stewart
Waters
Whitfield
Williams

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1151

So the amendment was rejected.

The result of the vote was announced as above recorded.

Stated for:

Mr. SCHIFF. Mr. Chair, on rollcall No. 213, had I been present, I would have voted "aye."

Mr. RUPPERSBERGER. Mr. Chair, on rollcall No. 213 I was unable to vote due to a medical procedure. Had I been present, I would have voted "yes."

AMENDMENT NO. 9 OFFERED BY MS. WILSON OF FLORIDA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Florida (Ms. WILSON) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 373, noes 32, not voting 26, as follows:

[Roll No. 214]

AYES—373

Aderholt
Amodei
Bachus
Barber
Barletta
Barr
Barrow (GA)
Barton
Bass
Beatty
Becerra
Benishek
Bentivolio
Bera (CA)
Bilirakis
Bishop (NY)
Black
Blackburn
Blumenauer
Bonamici
Boustany
Brady (PA)
Brady (TX)
Braley (IA)
Brooks (AL)
Brooks (IN)
Brown (FL)
Brownley (CA)
Buchanan
Bucshon
Burgess
Bustos
Butterfield
Byrne
Calvert
Camp
Cantor
Capito
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Carter
Cartwright
Cassidy
Castor (FL)
Castro (TX)
Chu
Cicilline
Clark (MA)
Clay
Cleaver
Clyburn
Coffman
Cohen
Cole
Collins (GA)
Collins (NY)
Conaway
Connolly
Conyers
Cook
Cooper
Costa
Courtney
Cramer
Crenshaw
Crowley
Cuellar
Culberson
Cummings
Daines
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
Delaney
DeLauro
DelBene
Denham
Dent
DeSantis
DesJarlais
Deutch
Diaz-Balart
Dingell
Doggett
Doyle
Duckworth
Duncan (TN)
Edwards
Ellison
Ellmers
Engel
Enyart
Eshoo
Esty
Farr
Fattah
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foster
Foxx
Frankel (FL)
Franks (AZ)
Frelinghuysen
Fudge
Gabbard
Gallego
Garamendi
Garcia
Gardner
Gerlach
Gibbs
Gibson
Gingrey (GA)
Gohmert
Goodlatte
Gosar
Gowdy
Graves (MO)
Grayson
Green, Al
Green, Gene
Griffin (AR)
Grijalva
Guthrie
Gutiérrez
Hahn
Hall
Hanabusa
Hanna
Hartzler
Hastings (WA)
Heck (NV)
Heck (WA)
Hensarling
Herrera Beutler
Higgins
Himes
Hinojosa
Holding
Holt
Honda
Horsford
Hoyer
Hudson
Huffman
Hultgren
Hunter
Israel
Issa
Jackson Lee
Jeffries
Jenkins
Johnson (GA)
Johnson (OH)
Johnson, E. B.
Johnson, Sam
Jolly
Jordan
Joyce
Kaptur
Keating
Kelly (IL)
Kelly (PA)
Kennedy
Kildee
Kilmer
Kind
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Kuster
Lance
Langevin
Lankford
Larsen (WA)
Larson (CT)
Latham
Latta
Lee (CA)
Levin
Lewis
Lipinski
LoBiondo
Loebsack
Lofgren
Long
Lowenthal
Lowey
Lucas
Luetkemeyer
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maffei
Maloney, Carolyn
Maloney, Sean
Marino
Matheson
Matsui
McCarthy (CA)
McCarthy (NY)
McCaul
McCollum
McDermott
McGovern
McHenry
McIntyre
McKeon
McKinley
McMorris Rodgers
McNerney
Meadows
Meehan
Meeks
Meng
Messer
Mica
Michaud
Miller (FL)
Miller (MI)
Miller, Gary
Miller, George
Moore
Moran
Mullin
Mulvaney
Murphy (FL)
Murphy (PA)
Nadler
Napolitano
Neal
Negrete McLeod

Neugebauer
Noem
Nolan
Nugent
Nunes
O'Rourke
Owens
Pallone
Pascrell
Pastor (AZ)
Paulsen
Payne
Pearce
Pelosi
Perlmutter
Perry
Peters (CA)
Peters (MI)
Peterson
Petri
Pingree (ME)
Pittenger
Pitts
Pocan
Poe (TX)
Polis
Posey
Price (GA)
Price (NC)
Quigley
Rahall
Rangel
Reichert
Renacci
Rice (SC)
Richmond
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rokita
Rooney
Ros-Lehtinen
Roskam
Ross
Rothfus
Roybal-Allard
Royce
Ruiz
Ryan (OH)
Ryan (WI)
Salmon
Sánchez, Linda T.
Sanchez, Loretta
Sanford
Sarbanes
Scalise
Schakowsky
Schiff
Schneider
Schock
Schrader
Schweikert
Scott (VA)
Scott, Austin
Sensenbrenner
Serrano
Sessions
Sewell (AL)
Shea-Porter
Sherman
Shimkus
Shuster
Simpson
Sinema
Sires
Slaughter
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (WA)
Southerland
Speier
Stivers
Stutzman
Swalwell (CA)
Takano
Terry
Thompson (CA)
Thompson (MS)
Thompson (PA)
Thornberry
Tiberi
Tierney
Tipton
Titus
Tonko
Tsongas
Turner
Upton
Valadao
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Wagner
Walberg
Walden
Walorski
Walz
Wasserman Schultz
Waters
Waxman
Weber (TX)
Webster (FL)
Welch
Wenstrup
Wilson (FL)
Wilson (SC)
Wittman
Wolf
Womack
Yarmuth
Yoder
Yoho
Young (AK)
Young (IN)

NOES—32

Amash
Bishop (UT)
Bridenstine
Broun (GA)
Campbell
Chabot
Chaffetz
Duncan (SC)
Farenthold
Fincher
Garrett
Graves (GA)
Griffith (VA)
Harris
Huelskamp
Huizenga (MI)
Jones
Labrador
LaMalfa
Lamborn
Lummis
Marchant
Massie
McClintock
Olson
Pompeo
Ribble
Rohrabacher
Stewart
Stockman
Westmoreland
Woodall

NOT VOTING—26

Bachmann
Bishop (GA)
Clarke (NY)
Coble
Cotton
Crawford
DeGette
Duffy
Granger
Grimm
Harper
Hastings (FL)
Hurt
Kingston
McAllister
Nunnelee
Palazzo
Reed
Runyan
Ruppersberger
Rush
Schwartz
Scott, David
Smith (TX)
Whitfield
Williams

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1157

Mr. PITTS, Mrs. CAPITO, and Mr. KING of Iowa changed their vote from ''no'' to ''aye.''

So the amendment was agreed to.

The result of the vote was announced as above recorded.

Stated for:

Mr. RUPPERSBERGER. Mr. Chair, on roll-call No. 214 I was unable to vote due to a medical procedure. Had I been present, I would have voted "yes."

AMENDMENT NO. 10 OFFERED BY MR. LANGEVIN

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Rhode Island (Mr. LANGEVIN) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 378, noes 27, not voting 26, as follows:

[Roll No. 215]

AYES—378

Aderholt
Amodei
Bachus
Barber
Barletta
Barr
Barrow (GA)
Bass
Beatty
Becerra
Benishek
Bentivolio
Bera (CA)
Bilirakis
Bishop (NY)
Black
Blackburn
Blumenauer
Bonamici
Boustany
Brady (PA)
Brady (TX)
Braley (IA)
Brooks (IN)
Brown (FL)
Brownley (CA)
Buchanan
Bucshon
Burgess
Bustos
Butterfield
Byrne
Calvert
Camp
Campbell
Cantor
Capito
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Carter
Cartwright
Cassidy
Castor (FL)
Castro (TX)
Chabot
Chu
Cicilline
Clark (MA)
Clay
Cleaver
Clyburn
Coffman
Cohen
Cole
Collins (GA)
Collins (NY)
Conaway
Connolly
Conyers
Cook
Cooper
Costa
Courtney
Cramer
Crenshaw
Crowley
Cuellar
Culberson
Cummings
Daines
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
Delaney
DeLauro
DelBene
Denham
Dent
DesJarlais
Deutch
Diaz-Balart
Dingell
Doggett
Doyle
Duckworth
Duncan (TN)
Edwards
Ellison
Ellmers
Engel
Enyart
Eshoo
Esty
Farr
Fattah
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foster
Foxx
Frankel (FL)
Franks (AZ)
Frelinghuysen
Fudge
Gabbard
Gallego
Garamendi
Garcia
Gardner
Gerlach
Gibbs
Gibson
Gingrey (GA)
Goodlatte
Gosar
Gowdy
Graves (GA)
Graves (MO)
Grayson
Green, Al
Green, Gene
Griffin (AR)
Grijalva
Guthrie
Gutiérrez
Hahn
Hall
Hanabusa
Hanna
Harris
Hartzler
Hastings (WA)
Heck (NV)
Heck (WA)
Hensarling
Herrera Beutler
Higgins
Himes
Hinojosa
Holding
Holt
Honda
Horsford
Hoyer
Hudson
Huffman
Hultgren
Hunter
Israel
Issa
Jackson Lee
Jeffries
Jenkins
Johnson (GA)
Johnson (OH)
Johnson, E. B.
Johnson, Sam
Jolly
Jordan
Joyce
Kaptur
Keating
Kelly (IL)
Kelly (PA)
Kennedy
Kildee
Kilmer
Kind
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Kuster
LaMalfa
Lance
Langevin
Larsen (WA)
Larson (CT)
Latham
Latta
Lee (CA)
Levin
Lewis
Lipinski
LoBiondo
Loebsack
Lofgren
Long
Lowenthal
Lowey
Lucas
Luetkemeyer
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maffei
Maloney, Carolyn
Maloney, Sean
Marchant
Marino
Matheson
Matsui
McCarthy (CA)
McCarthy (NY)
McCaul
McClintock
McCollum
McDermott
McGovern
McHenry
McIntyre
McKeon
McKinley
McMorris Rodgers
McNerney
Meadows
Meehan
Meeks
Meng
Messer
Mica
Michaud
Miller (FL)
Miller (MI)
Miller, Gary
Miller, George
Moore
Moran
Mullin
Mulvaney
Murphy (FL)
Murphy (PA)
Nadler
Napolitano
Neal
Negrete McLeod
Neugebauer
Noem
Nolan
Nugent
Nunes
O'Rourke
Olson
Owens
Pallone
Pascrell
Pastor (AZ)
Paulsen
Payne
Pearce
Pelosi
Perlmutter
Perry
Peters (CA)
Peters (MI)
Peterson
Petri
Pingree (ME)
Pittenger
Pitts
Pocan
Poe (TX)
Polis
Posey
Price (GA)
Price (NC)
Quigley
Rahall
Rangel
Reichert
Renacci
Rice (SC)
Richmond
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rokita
Rooney
Ros-Lehtinen
Roskam
Ross
Rothfus
Roybal-Allard
Royce
Ruiz
Ryan (OH)
Ryan (WI)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Scalise
Schakowsky
Schiff
Schneider
Schock
Schrader
Schweikert
Scott (VA)
Scott, Austin
Sensenbrenner
Serrano
Sessions
Sewell (AL)
Shea-Porter
Sherman
Shimkus
Shuster
Simpson
Sinema
Sires
Slaughter
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (WA)
Southerland
Speier
Stewart
Stivers
Stockman
Swalwell (CA)
Takano
Terry
Thompson (CA)
Thompson (MS)
Thompson (PA)
Thornberry
Tiberi
Tierney
Tipton
Titus
Tonko
Tsongas
Turner
Upton
Valadao
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Wagner
Walberg
Walden
Walorski
Walz
Wasserman Schultz
Waters
Waxman
Weber (TX)
Webster (FL)
Welch
Wenstrup
Westmoreland
Wilson (FL)
Wilson (SC)
Wittman
Wolf
Womack
Woodall
Yarmuth
Yoder
Yoho
Young (AK)
Young (IN)

NOES—27

Amash
Barton
Bishop (UT)
Bridenstine
Brooks (AL)
Broun (GA)
Chaffetz
DeSantis
Duncan (SC)
Farenthold
Garrett
Gohmert
Griffith (VA)
Huelskamp
Huizenga (MI)
Jones
Labrador
Lamborn
Lankford
Lummis
Massie
Pompeo
Ribble
Rohrabacher
Salmon
Sanford
Stutzman

NOT VOTING—26

Bachmann
Bishop (GA)
Clarke (NY)
Coble
Cotton
Crawford
DeGette
Duffy
Granger
Grimm
Harper
Hastings (FL)
Hurt
Kingston
McAllister
Nunnelee
Palazzo
Reed
Runyan
Ruppersberger
Rush
Schwartz
Scott, David
Smith (TX)
Whitfield
Williams

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1201

So the amendment was agreed to.

The result of the vote was announced as above recorded.

Stated for:

Mr. RUPPERSBERGER. Mr. Chair, on roll-call No. 215 I was unable to vote due to a medical procedure. Had I been present, I would have voted "yes."

AMENDMENT NO. 11 OFFERED BY MS. BONAMICI

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Oregon (Ms. BONAMICI) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This will be a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 363, noes 41, not voting 27, as follows:

[Roll No. 216]

AYES—363

Aderholt
Amodei
Bachus
Barber
Barletta
Barr
Barrow (GA)
Barton
Bass
Beatty
Becerra
Benishek
Bera (CA)
Bilirakis
Bishop (NY)
Black
Blackburn
Blumenauer
Bonamici
Boustany
Brady (PA)
Brady (TX)
Braley (IA)
Brooks (IN)
Brown (FL)
Brownley (CA)
Buchanan
Bucshon
Bustos
Butterfield
Calvert
Camp
Campbell
Cantor
Capito
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Carter
Cartwright
Castor (FL)
Castro (TX)
Chu
Cicilline
Clark (MA)
Clay
Cleaver
Clyburn
Coffman
Cohen
Cole
Collins (GA)
Collins (NY)
Conaway
Connolly
Conyers
Cook
Cooper
Costa
Courtney
Cramer
Crenshaw
Crowley
Cuellar
Culberson
Cummings
Daines
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
Delaney
DeLauro
DelBene
Denham
Dent
DesJarlais
Deutch
Diaz-Balart
Dingell
Doggett
Doyle
Duckworth
Duncan (TN)
Edwards
Ellison
Ellmers
Engel
Enyart
Eshoo
Esty
Farenthold
Farr
Fattah
Fincher
Fitzpatrick
Fleischmann
Fleming
Forbes
Foster
Foxx
Frankel (FL)
Franks (AZ)
Frelinghuysen
Fudge
Gabbard
Gallego
Garamendi
Garcia
Gardner
Gerlach
Gibbs
Gibson
Gingrey (GA)
Goodlatte
Gowdy
Graves (GA)
Graves (MO)
Grayson
Green, Al
Green, Gene
Griffin (AR)
Griffith (VA)
Grijalva
Guthrie
Gutiérrez
Hahn
Hall
Hanabusa
Hanna
Harris
Hartzler
Hastings (WA)
Heck (NV)
Heck (WA)
Hensarling
Herrera Beutler
Higgins
Himes
Hinojosa
Holding
Holt
Honda
Horsford
Hoyer
Hudson
Huffman
Hultgren
Hunter
Israel
Issa
Jackson Lee
Jeffries
Jenkins
Johnson (GA)
Johnson (OH)
Johnson, E. B.
Johnson, Sam
Jolly
Joyce
Kaptur
Keating
Kelly (IL)
Kelly (PA)
Kennedy
Kildee
Kilmer
Kind
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Kuster
Lance
Langevin
Lankford
Larsen (WA)
Larson (CT)
Latham
Latta
Lee (CA)
Levin
Lewis
Lipinski
LoBiondo
Loebsack
Lofgren
Long
Lowenthal
Lowey
Lucas
Luetkemeyer
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maffei
Maloney, Carolyn
Maloney, Sean
Marchant
Marino
Matheson
Matsui
McCarthy (CA)
McCarthy (NY)
McCaul
McClintock
McCollum
McDermott
McGovern
McHenry
McIntyre
McKeon
McKinley
McMorris Rodgers
McNerney
Meadows
Meehan
Meeks
Meng
Messer
Mica
Michaud
Miller (FL)
Miller (MI)
Miller, Gary
Miller, George
Moore
Moran
Mullin
Murphy (FL)
Murphy (PA)
Nadler
Napolitano
Neal
Negrete McLeod
Neugebauer
Noem
Nolan
Nugent
Nunes
O'Rourke
Olson
Owens
Pallone
Pascrell
Pastor (AZ)
Paulsen
Payne
Pearce
Pelosi
Perlmutter
Perry
Peters (CA)
Peters (MI)
Peterson
Petri
Pingree (ME)
Pittenger
Pitts
Pocan
Poe (TX)
Polis
Posey
Price (GA)
Price (NC)
Quigley
Rahall
Rangel
Reichert
Renacci
Rice (SC)
Richmond
Rigell
Roby
Roe (TN)
Rogers (KY)
Rogers (MI)
Rokita
Ros-Lehtinen
Roskam
Ross
Rothfus
Roybal-Allard
Royce
Ruiz
Ryan (OH)
Ryan (WI)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Scalise
Schakowsky
Schiff
Schneider
Schock
Schrader
Schweikert
Scott (VA)
Scott, Austin
Serrano
Sessions
Sewell (AL)
Shea-Porter
Sherman
Shimkus
Shuster
Simpson
Sinema
Sires
Slaughter
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (WA)
Southerland
Speier
Stewart
Stivers
Swalwell (CA)
Takano
Terry
Thompson (CA)
Thompson (MS)
Thompson (PA)
Thornberry
Tiberi
Tierney
Tipton
Titus
Tonko
Tsongas
Turner
Upton
Valadao
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Wagner
Walberg
Walden
Walorski
Walz
Wasserman Schultz
Waters
Waxman
Welch
Wenstrup
Westmoreland
Wilson (FL)
Wilson (SC)
Wittman
Wolf
Womack
Yarmuth
Yoder
Young (AK)
Young (IN)

NOES—41

Amash
Bentivolio
Bishop (UT)
Bridenstine
Brooks (AL)
Broun (GA)
Burgess
Byrne
Cassidy
Chabot
Chaffetz
DeSantis
Duncan (SC)
Flores
Garrett
Gohmert
Gosar
Huelskamp
Huizenga (MI)
Jones
Jordan
Labrador
LaMalfa
Lamborn
Lummis
Massie
Mulvaney
Pompeo
Ribble
Rogers (AL)
Rohrabacher
Rooney
Salmon
Sanford
Sensenbrenner
Stockman
Stutzman
Weber (TX)
Webster (FL)
Woodall
Yoho

NOT VOTING—27

Bachmann
Bishop (GA)
Clarke (NY)
Coble
Cotton
Crawford
DeGette
Duffy
Fortenberry
Granger
Grimm
Harper
Hastings (FL)
Hurt
Kingston
McAllister
Nunnelee
Palazzo
Reed
Runyan
Ruppersberger
Rush
Schwartz
Scott, David
Smith (TX)
Whitfield
Williams

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1204

So the amendment was agreed to.

The result of the vote was announced as above recorded.

Stated for:

Mr. RUPPERSBERGER. Mr. Chair, on roll-call No. 216 I was unable to vote due to a medical procedure. Had I been present, I would have voted "yes."

The Acting CHAIR. The question is on the committee amendment in the nature of a substitute, as amended.

The amendment was agreed to.

The Acting CHAIR. Under the rule, the Committee rises.

Accordingly, the Committee rose; and the Speaker having assumed the chair, Mr. POE of Texas, Acting 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. 10) to amend the charter school program under the Elementary and Secondary Education Act of 1965, and, pursuant to House Resolution 576, he reported the bill back to the House with an amendment adopted in the Committee of the Whole.

The SPEAKER. Under the rule, the previous question is ordered.

Is a separate vote demanded on any amendment to the amendment reported from the Committee of the Whole?

If not, the question is on the committee amendment in the nature of a substitute, as amended.

The amendment was agreed to.

The SPEAKER. The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed and read a third time, and was read the third time.

(By unanimous consent, Mr. CANTOR was allowed to speak out of order.)

MOMENT OF SILENCE FOR ABDUCTED NIGERIAN GIRLS

Mr. CANTOR. Mr. Speaker, Americans have watched in horror this week the atrocious news reports coming out of Nigeria. Hundreds of young girls have been kidnapped with the intent to be sold into slavery or marriage simply because they had the courage to seek an education and a better life.

Just this past weekend, I watched my daughter, not much older than these girls, graduate from college. As a parent, I cannot imagine the suffering of the moms and dads who merely wanted a good education for their daughters.

The Obama administration has taken initial steps to help assist efforts to return these girls to freedom and to their families. I thank them for their efforts, and I know all of us stand ready to provide whatever assistance is necessary.

Members should be aware that, upon our return, we will consider a bipartisan resolution being considered by the Foreign Affairs Committee regarding Boko Haram and these kidnappings.

Additionally, when we come back, we will also consider five bipartisan bills to take steps toward our ultimate goal of ending human trafficking. Together, these bills provide resources and authorities to fight domestic human trafficking, provide services to the victims, and take steps to deal with international human trafficking.

The atrocities in Nigeria have awakened the global conscience and have reminded us all of the evil of human trafficking. It is also important to note that the underlying threat posed by extremist groups in Nigeria and throughout the region is growing.

Whether it is Boko Haram, Ansar al-Sharia, Hezbollah, Hamas, or al Qaeda, it is critical that we in the House work with the administration to confront the growing threat these violent extremists pose to international peace, security, and the protection of innocent lives.

In the coming days, as we focus on finding and returning these girls to their homes, may God watch over them and those seeking their return.

Mr. Speaker, I yield to the gentlewoman from California, the Democratic leader.

Ms. PELOSI. Thank you, Mr. Leader, for yielding. Thank you, Mr. Speaker, for giving the House this opportunity to speak this afternoon about this despicable crime. I thank the distinguished majority leader for his remarks, and I associate myself with his remarks in their entirety. That is how important all of this is.

I want to commend Congresswoman FREDERICA WILSON for her resolution, H. Res. 573, condemning the abduction of female students by armed militants from the terrorist group known as Boko Haram in the northeastern provinces of the Federal Republic of Nigeria.

Mr. Speaker, it is clear that what happened in Nigeria is outside the circle of civilized human behavior. It is unconscionable, and these despicable acts must be condemned in the strongest possible terms. The capture and captivity of these girls challenges the conscience of the world in a very specific and very different way, and perhaps that difference can make a difference.

I wholeheartedly support the decision by President Obama, Secretary Kerry, and the administration to deploy aid, personnel, law enforcement, and military experts to Nigeria to partner with local authorities to find these girls and return them home.

I commend the women Members of the House. In a bipartisan way, 100 percent of the women have signed a letter condemning these actions. I salute the First Lady for her #BringBackOurGirls tweet and hope that Members will also be doing that because the most horrible form of torture for someone who is held by terrorists is when their captors tells them: nobody knows you are here, who you are and is even worried about you.

We want to remove all doubt every minute of every day. As we go into Mother's Day, think of those mothers, think of those fathers, think of the siblings of these girls. Our thoughts and prayers rest with the mothers and fathers and siblings of each girl kidnapped and separated from her family and all of the victims of human trafficking around the world.

As horrible as it is, as unthinkable as it is, it is happening all the time, this trafficking issue, so maybe this horrible, heinous crime will give the attention that human trafficking needs in order for us to end it, and so let us all subscribe to #BringBackOurGirls.

With that, Mr. Speaker, I thank you, again, for giving us this opportunity to focus on this despicable action, but to do so prayerfully, hopefully, and determined to bring back our girls.

The SPEAKER. The Members will rise and the House will observe a moment of silence for these young women.

Without objection, 5-minute voting will continue.

The question is on the passage of the bill.

The question was taken; and the Speaker announced that the ayes appeared to have it.

RECORDED VOTE

Mr. KLINE. Mr. Speaker, I demand a recorded vote.

A recorded vote was ordered.

The SPEAKER. This is a 5-minute vote.

The vote was taken by electronic device, and there were—ayes 360, noes 45, not voting 27, as follows:

[Roll No. 217]

AYES—360

Aderholt
Amodei
Bachus
Barber
Barletta
Barr
Barrow (GA)
Barton
Bass
Beatty
Becerra
Benishek
Bentivolio
Bera (CA)
Bilirakis
Black
Blackburn
Blumenauer
Boehner
Bonamici
Boustany
Brady (PA)
Brady (TX)
Braley (IA)
Brooks (IN)
Brown (FL)
Brownley (CA)
Buchanan
Bucshon
Burgess
Bustos
Butterfield
Byrne
Calvert
Camp
Campbell
Cantor
Capito
Capps
Cárdenas
Carney
Carson (IN)
Carter
Cartwright
Cassidy
Castro (TX)
Chabot
Chaffetz
Cicilline
Clyburn
Coffman
Cohen
Cole
Collins (GA)
Collins (NY)
Conaway
Connolly
Conyers
Cook
Cooper
Costa
Courtney
Cramer
Crenshaw
Crowley
Cuellar
Culberson
Cummings
Daines
Davis (CA)
Davis, Rodney
DeFazio
Delaney
DeLauro
DelBene
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dingell
Doggett
Doyle
Duckworth
Duncan (SC)
Duncan (TN)
Ellison
Ellmers
Engel
Enyart
Eshoo
Esty
Farenthold
Farr
Fattah
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foster
Foxx
Franks (AZ)
Frelinghuysen
Gabbard
Gallego
Garamendi
Garcia
Gardner
Gerlach
Gibbs
Gibson
Gingrey (GA)
Gohmert
Goodlatte
Gosar
Gowdy
Graves (GA)
Graves (MO)
Green, Al
Green, Gene
Griffin (AR)
Guthrie
Gutiérrez
Hahn
Hall
Hanabusa
Hanna
Harris
Hartzler
Hastings (WA)
Heck (NV)
Heck (WA)
Hensarling
Herrera Beutler
Higgins
Himes
Hinojosa
Holding
Holt
Honda
Horsford
Hoyer
Hudson
Huelskamp
Huffman
Huizenga (MI)
Hultgren
Hunter
Israel
Issa
Jackson Lee
Jeffries
Jenkins
Johnson (OH)
Johnson, E. B.
Johnson, Sam
Jolly
Jordan
Joyce
Kaptur
Keating
Kelly (PA)
Kennedy
Kilmer
Kind
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Kuster
Labrador
LaMalfa
Lamborn
Lance
Langevin
Lankford
Larsen (WA)
Larson (CT)
Latham
Latta
Lee (CA)
Levin
Lipinski
LoBiondo
Loebsack
Lofgren
Long
Lowenthal
Lowey
Lucas
Luetkemeyer
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maffei
Maloney, Carolyn
Maloney, Sean
Marchant
Marino
Matheson
Matsui
McCarthy (CA)
McCarthy (NY)
McCaul
McClintock
McCollum
McGovern
McHenry
McIntyre
McKeon
McKinley
McMorris Rodgers
McNerney
Meadows
Meehan
Meeks
Meng
Messer
Mica
Michaud
Miller (FL)
Miller (MI)
Miller, Gary
Miller, George
Moran
Mullin
Mulvaney
Murphy (PA)
Nadler
Napolitano
Neal
Negrete McLeod
Neugebauer
Noem
Nolan
Nugent
Nunes
O'Rourke
Olson
Owens
Pallone
Pascrell
Pastor (AZ)
Paulsen
Payne
Pearce
Pelosi
Perlmutter
Perry
Peters (CA)
Peters (MI)
Peterson
Petri
Pittenger
Pitts
Pocan
Poe (TX)
Polis
Pompeo
Posey
Price (GA)
Price (NC)
Quigley
Rahall
Rangel
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rohrabacher
Rokita
Rooney
Ros-Lehtinen
Roskam
Ross
Rothfus
Roybal-Allard
Royce
Ruiz
Ryan (OH)
Ryan (WI)
Salmon
Sánchez, Linda T.
Sanchez, Loretta
Sanford
Sarbanes
Scalise
Schiff
Schneider
Schock
Schrader
Schweikert
Scott (VA)
Scott, Austin
Sensenbrenner
Serrano
Sessions
Shea-Porter
Sherman
Shimkus
Shuster
Simpson
Sinema
Slaughter
Smith (MO)
Smith (NE)
Smith (WA)
Southerland
Speier
Stewart
Stivers
Stutzman
Swalwell (CA)
Takano
Terry
Thompson (CA)
Thompson (PA)
Thornberry
Tiberi
Tipton
Titus
Tsongas
Turner
Upton
Valadao
Van Hollen
Vargas
Veasey
Vela
Wagner
Walberg
Walden
Walorski
Waters
Waxman
Weber (TX)
Webster (FL)
Welch
Wenstrup
Westmoreland
Wilson (FL)
Wilson (SC)
Wolf
Womack
Woodall
Yarmuth
Yoder
Yoho
Young (AK)
Young (IN)

NOES—45

Amash
Bishop (NY)
Bishop (UT)
Bridenstine
Brooks (AL)
Broun (GA)
Capuano
Castor (FL)
Chu
Clark (MA)
Clarke (NY)
Clay
Cleaver
Davis, Danny
Deutch
Edwards
Frankel (FL)
Fudge
Garrett
Grayson
Griffith (VA)
Grijalva
Johnson (GA)
Jones
Kelly (IL)
Kildee
Lewis
Lummis
Massie
McDermott
Moore
Murphy (FL)
Pingree (ME)
Richmond
Schakowsky
Sewell (AL)
Sires
Stockman
Thompson (MS)
Tierney
Tonko
Velázquez
Visclosky
Walz
Wasserman Schultz

NOT VOTING—27

Bachmann
Bishop (GA)
Coble
Cotton
Crawford
DeGette
Duffy
Granger
Grimm
Harper
Hastings (FL)
Hurt
Kingston
McAllister
Nunnelee
Palazzo
Reed
Runyan
Ruppersberger
Rush
Schwartz
Scott, David
Smith (NJ)
Smith (TX)
Whitfield
Williams
Wittman

□ 1220

So the bill was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

Stated for:

Mr. RUPPERSBERGER. Mr. Speaker, on rollcall No. 217 I was unable to vote due to a medical procedure. Had I been present, I would have voted "yes."

PERSONAL EXPLANATION

Mr. SMITH of Texas. Mr. Speaker, I was unable to vote on May 9, 2014, on passage of H.R. 10, the Success and Opportunity through Quality Charter Schools Act, introduced by my colleague JOHN KLINE from Minnesota and passage of H.R. 4438, the American Research

and Competiveness Act of 2014, introduced by my colleague KEVIN BRADY from Texas. If had been able to vote, I would have cast a vote of "yea" in support of H.R. 10 and a vote of "yea" in support of H.R. 4438.

PERSONAL EXPLANATION

Mr. DUFFY. Mr. Speaker, on Friday, May 9, 2014, I was at home in Wisconsin taking care of my amazing wife and our new baby daughter. Had I been present. I would have voted in the following ways: H.R. 4438—American Research and Competitiveness Act "yea," Castor Amendment "nay," Jackson Lee Amendment "nay," Wilson (FL) Amendment "yea," Langevin Amendment "yea," Bonamici Amendment "yea," H.R. 10—Success and Opportunity through Quality Charter Schools "yea."

APPOINTMENT OF MEMBERS TO SELECT COMMITTEE ON THE EVENTS SURROUNDING THE 2012 TERRORIST ATTACK IN BENGHAZI

The SPEAKER. The Chair appoints, pursuant to section 2(a) of House Resolution 567, 113th Congress, the following Members to the Select Committee on the Events Surrounding the 2012 Terrorist Attack in Benghazi:

Mr. GOWDY, South Carolina, Chairman
Mr. WESTMORELAND, Georgia
Mr. JORDAN, Ohio
Mr. ROSKAM, Illinois
Mr. POMPEO, Kansas
Mrs. ROBY, Alabama
Mrs. BROOKS, Indiana

APPOINTMENT AS MEMBERS TO THE COMMISSION ON INTERNATIONAL RELIGIOUS FREEDOM

The SPEAKER pro tempore (Mr. HOLDING). The Chair announces the Speaker's appointment, pursuant to section 201(b) of the International Religious Freedom Act of 1998 (22 U.S.C. 6431) and the order of the House of January 3, 2013, of the following individuals on the part of the House to the Commission on International Religious Freedom for a term effective May 14, 2014, and ending May 14, 2016:

Dr. Robert P. George, Princeton, NJ
Dr. Daniel I. Mark, Villanova, PA

COMMUNICATION FROM THE CHIEF ADMINISTRATIVE OFFICER OF THE HOUSE

The SPEAKER pro tempore laid before the House the following communication from the Chief Administrative Officer of the House of Representatives:

OFFICE OF THE CHIEF ADMINISTRATIVE OFFICER, HOUSE OF REPRESENTATIVES,
Washington, DC, May 9, 2014.

Hon. JOHN A. BOEHNER,
Speaker, House of Representatives,
Washington, DC.

DEAR MR. SPEAKER: This is to notify you formally, pursuant to Rule VIII of the Rules of the House of Representatives, that the "House Office of Payroll and Benefits, Office of the Chief Administrative Officer of the United States House of Representatives" has received a subpoena, issued by the Office of Compliance, for documents.

After consultation with the Office of General Counsel regarding the subpoena, I have determined under Rule VIII that the subpoena appears (i) not to be "a proper exercise of jurisdiction," (ii) to seek information that is not "material and relevant," and/or (iii) not to be "consistent with the privileges and rights of the House."

Sincerely,

ED CASSIDY,
Chief Administrative Officer.

ADJOURNMENT FROM FRIDAY, MAY 9, 2014, TO TUESDAY, MAY 13, 2014

Mr. STIVERS. Mr. Speaker, I ask unanimous consent that when the House adjourns today, it adjourn to meet at 1 p.m. on Tuesday, May 13, 2014.

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

There was no objection.

HONORING ARMY COMMAND SERGEANT MAJOR EDWARD JAMES O'NEAL

(Mr. HUDSON asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. HUDSON. Mr. Speaker, I rise today to honor the life of Army Command Sergeant Major Edward James O'Neal and to commemorate his service to our great Nation. O'Neal was a great friend of mine and a champion of his fellow veterans in Richmond County and all of North Carolina.

He began his distinguished military career at a young age, enlisting in the Army in 1956 at the age of 17. After basic training, O'Neal quickly rose up the ranks, training and serving from Fort Bragg, North Carolina, to Laos, Cambodia, and Vietnam. After 20 years of dedicated service, including four tours in Vietnam and being awarded three Purple Hearts, O'Neal retired in November of 1976.

O'Neal's service to our country did not end once he retired. He became a fierce advocate on behalf of his fellow veterans, assisting local veterans with the help of his beloved wife, Mary.

Mr. Speaker, O'Neal was one of the greatest American soldiers and patriots, and he was also a loving husband, a faithful friend to many, including me. We are forever indebted to him and other American soldiers, sailors, airmen, and marines who dedicate their lives to defend our freedom, secure our homeland, and protect our democracy.

Mr. Speaker, I rise today to honor the life of United States Army Command Sergeant Major (CSM) Edward James O'Neal and commemorate his valiant service to our great nation. CSM O'Neal was a great friend of mine and a champion for his fellow veterans in Richmond County and all of North Carolina.

He began his distinguished military career at a young age, enlisting in the United States Army in 1956 at the age of seventeen. After basic training, CSM O'Neal quickly rose up the ranks, training and serving from Fort Bragg, North Carolina to Laos, Cambodia and Vietnam. His career is legendary—making First Sergeant in 10 years and CSM in 14.

After 20 years of dedicated service, including four tours in Vietnam and being awarded three Purple Hearts, CSM O'Neal retired in November of 1976. I applaud CSM O'Neal's bravery and service, and I thank him for his heroic and selfless actions during his active military career.

But CSM O'Neal's service to our country did not end once he retired. He became a fierce advocate on behalf of his fellow veterans, assisting local veterans with the help of his beloved wife, Mary. Their dedication and service represent the best our nation has to offer.

Mr. Speaker, CSM O'Neal was one of our greatest American soldiers and patriots, and he was also a loving husband and a faithful friend to many including me. North Carolina boasts some of the finest warfighters the United States has ever seen. The Eighth District is no stranger to heroes like CSM O'Neal, and he will forever be remembered for his service and his faithful support of his fellow veterans.

We are forever indebted to him and other American soldiers, sailors, airmen and Marines who dedicate their lives to defend our freedom, secure our homeland, and protect our democracy.

Mr. Speaker, I rise today to honor the life of Army Command Sergeant Major (CSM) Edward James O'Neal and commemorate his service to our great nation. O'Neal was a great friend of mine and a champion for his fellow veterans in Richmond County and all of North Carolina.

He began his distinguished military career at a young age, enlisting in the Army in 1956 at the age of seventeen. After basic training, O'Neal quickly rose up the ranks, training and serving from Fort Bragg, North Carolina to Laos, Cambodia and Vietnam.

After 20 years of dedicated service, including four tours in Vietnam and being awarded three Purple Hearts, O'Neal retired in November of 1976.

But O'Neal's service to our country did not end once he retired. He became a fierce advocate on behalf of his fellow veterans, assisting local veterans with the help of his beloved wife, Mary.

Mr. Speaker, O'Neal was one of our greatest American soldiers and patriots, and he was also a loving husband and a faithful friend to many including me.

We are forever indebted to him and other American soldiers, sailors, airmen and Marines who dedicate their lives to defend our freedom, secure our homeland, and protect our democracy.

EMPOWERING ENCORE ENTREPRENEURS ACT

(Mr. GARCIA asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. GARCIA. Mr. Speaker, I rise to support small business owners in south Florida and across the country.

The economic recession devastated the economy, hitting older Americans especially hard. In fact, older workers

once unemployed are more likely than others to remain unemployed, which is why we need to revitalize our economy by supporting those who found themselves out of work before retirement.

Earlier this week, I introduced the bipartisan Empowering Encore Entrepreneurs Act, which will support older Americans working hard to start or expand a small business.

There are currently over 7 million self-employed workers in the U.S. age 50 or older, which demonstrates a tremendous capacity of older workers to contribute to our economy and create jobs when given the right resources.

My bill, which is supported by the AARP, will improve the capacity of entrepreneurs to begin small businesses and help successful small business owners make their enterprises even more prosperous.

I urge my colleagues to join me in supporting this bill.

ONGOING VIOLATIONS OF HUMAN RIGHTS IN VENEZUELA

(Ms. ROS-LEHTINEN asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. ROS-LEHTINEN. Mr. Speaker, I rise to speak in support of those fighting for freedom in Venezuela.

This morning our House Foreign Affairs Committee passed my bipartisan measure, H.R. 4587, the Venezuelan Human Rights and Democracy Protection Act, which will sanction members of the Maduro regime responsible for gross human rights violations.

Just a few days ago, Mr. Speaker, Human Rights Watch released a deeply troubling report that made clear that there has been ''a serious pattern of abuse by Venezuelan security forces.''

The report mentions stories like that of Lisandro Barazarte, a 40-year-old photographer for a local newspaper who said, ''I live in suspense, because I don't know from where they are going to shoot at me.'' Or Jose Romero, only 17 years old, who was stopped by a national guardsman when coming out of a metro station and was taken to a building where he was threatened with death, beaten, and even burned.

Even as this brutality continues, the Obama administration and Congress have yet to act. I urge my colleagues to support bringing this important measure, which is bipartisan, to the floor immediately to support the people of Venezuela and to send a clear signal to the Maduro regime that his reign of oppression will have serious consequences.

□ 1230

NATIONAL TRAVEL AND TOURISM WEEK

(Ms. GABBARD asked and was given permission to address the House for 1 minute.)

Ms. GABBARD. Mr. Speaker, I rise today to recognize and highlight National Travel and Tourism Week.

In Hawaii, we proudly showcase the world's most beautiful beaches, national parks, coral reefs, and hiking trails, many of which I enjoy as much as possible when I get home. Our robust and growing tourism industry is truly the backbone of our economy, generating more than $10 billion in visitor spending each year.

From the lush cliffs of the Na Pali Coast of Kauai to Kilauea, the world's most active volcano, to whale watching around Maui, my home district, hosts some of the world's most awe-inspiring natural beauty. Every year, we welcome more visitors from around the world for tourism, business, cultural, and educational exchanges.

Hawaii is a leader in hospitality and we welcome all of our guests with the spirit of aloha. This week, I am proud to recognize all those who contribute to our world-class tourism industry, and will continue to work to strengthen this industry and give thanks to those who show their aloha to our visitors every day. Aloha.

HONORING OUR COURAGEOUS NURSES

(Mr. BENTIVOLIO asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. BENTIVOLIO. Mr. Speaker, you can always identify them in a crowd wearing blue, green, pink, and yellow, and sometimes wearing a white coat. They have wings on their backs and many times a tired, tilted halo over their heads. The often miss holidays and similar events with family and friends. They work during times the rest of us sleep 24/7. They are educators who provide a concerned ear and empathetic heart, a smile supported by professionalism, and an unmatched sense of selfless service for those in need. They are angels of mercy.

May God bless our courageous nurses, and especially this week.

Mr. Speaker, may I say to that special nurse in my life: I love you.

MILITARY MATERNITY LEAVE

(Ms. DUCKWORTH asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. DUCKWORTH. Mr. Speaker, women in our military are contributing more than ever. They serve with distinction in Afghanistan and at duty posts around the globe. Women are an irreplaceable piece of the strongest and most capable military in the world.

Now, it is time that we show them the respect they deserve. Today, I am introducing the MOM Act with my colleagues, Congresswomen BORDALLO and NOEM. It will extend maternity leave for women in uniform from 6 weeks to 12 weeks. This bill would increase leave for military women to the same amount that the Family and Medical Leave Act guarantees their civilian sisters. Women in Federal service also have 12 weeks of maternity leave, yet the bravest among us only receive 6 weeks after the birth of their child.

Mothers and fathers across the Nation understand the importance of maternity leave. More workers return to work if they are given sufficient time to recover. Maternity leave gives us healthier babies and stronger families.

Mothers in the military inevitably face separation from their children when they are deployed and serving our Nation around the globe. Extending maternity leave for these women is the least we can do for those who sacrifice so much for our country.

Mr. Speaker, this Mother's Day, let's stand up for the women who dedicate their lives to standing up for the rest of us. Let's pass the MOM Act.

ADDRESSING THE VETERANS ADMINISTRATION BACKLOG

(Mr. LAMALFA asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. LAMALFA. Mr. Speaker, in recent weeks, we have made some strides in the area of the Department of Veterans Affairs and what that means for the Nation's veterans as well. Addressing the huge backlog and the atrocious practice of assigning bonuses to the upper members of the Department of Veterans Affairs for not getting the backlog done is an area we still need to continue to address.

We are also working on a project here that would allow our caseworkers in our congressional offices to have stronger jurisdiction in helping our veterans' cases. We have a situation where brokering happens where one office may broker a case to a different VA office elsewhere, maybe in the same State or in a different State, and we find that the one office can't help us, yet the new office where it has been brokered to doesn't seem to believe they can talk to us or our staff either.

We want to put the word out to Secretary Shinseki and all of the VA about the need to allow us as representatives of the people to have that firsthand ability to help our veterans have their cases solved and heard timely, no matter what the office jurisdiction is. We are looking for that help in that pronouncement by the Secretary to get this reform through.

HONORING JENNA HINMAN

(Mr. MAFFEI asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. MAFFEI. Mr. Speaker, I rise today with a very heavy heart to honor and remember Jenna Hinman. Jenna Hinman was 26 years old. She and her husband, U.S. Army Sergeant Brandon Hinman, were thrilled to learn she was pregnant last year while Brandon was stationed at Fort Drum in New York State.

But tragically this past month, during an emergency cesarean section to save the lives of their twin girls, doctors learned Jenna was suffering from a rare and very serious form of cancer. She and the medical teams at Cross Hospital and Upstate Medical Center in Syracuse fought the disease heroically for 2 months, but on May 5 she passed away.

Jenna and her family's story touched the lives of so many people, strangers and friends alike, from around the world who were devastated to hear of Jenna's passing.

There is no way to truly express the deep sadness that comes from losing someone so young with such a bright future ahead, to think about the beautiful baby girls that will have to grow up without their mother physically on this Earth.

Mr. Speaker, the family gave me this bracelet to remind me to pray for Jenna Hinman while she was still alive. It says: ''Prayers for Jenna, God protect this family.''

Mr. Speaker, I pray that God will protect Jenna's husband, her parents, her brother, and particularly these young girls, and may God bless Jenna Hinman, a true American hero.

NIGERIAN KIDNAPPED GIRLS

(Ms. JACKSON LEE asked and was given permission to address the House for 1 minute.)

Ms. JACKSON LEE. Mr. Speaker, this week, women Members of the United States House of Representatives went to the Nigerian Embassy to plead and to insist on the fight to bring our girls home and, as well, to establish a victims' fund and to find and bring the thug Sekau, the leader of the Boko Haram terrorist group, to justice.

Today, I am going to read a few names of those girls that are missing for those mothers who are longing for their return:

Rebecca Luka, Laraba John, Saratu Markus, Mary Usman, Debora Yahonna, Naomi Zakaria, Hanatu Musa, Hauwa Tella, Juliana Yakubu, Suzana Yakubu, Saraya Paul, Jummai Paul, Mary Sule, Jummai John, Yanke Shittima, Muli Waligam, Fatima Tabji, and Eli Joseph.

I will put all of them in the RECORD.

In honor of Mother's Day, I mourn with those mothers, I pray for mothers across America, and I pray for the Nigerian mothers whose children are still missing.

May I ask prayers for all who are longing now for their children to return, and may I offer my blessings to my late mother, Ivalita Jackson.

NIGERIAN KIDNAPPED GIRLS

Deborah Abge; Awa Abge; Hauwa Yirma; Asabe Manu; Mwa Malam Pogu; Patiant Dzakwa; Saraya Mal. Stover; Mary Dauda; Gloria Mainta; Hanatu Ishaku; Gloria Dama; Tabitha Pogu; Maifa Dama; Ruth Kollo; Esther Usman; Awa James; Anthonia Yahonna; Kume Mutah; Aisha Ezekial; Nguba Buba; Kwanta Simon; Kummai Aboku; Esther Markus; Hana Stephen; Rifkatu Amos; Rebecca Mallum; Blessing Abana; Ladi Wadai; Tabitha Hyelampa; Ruth Ngladar; Safiya Abdu; Na'omi Yahonna; Solomi Titus; Rhoda John; Rebecca Kabu; Christy Yahi; Saratu Emmanuel; Deborah Peter; Rahila Bitrus; Luggwa Sanda; Kauna Lalai; Lydia Emmar; Laraba Maman; Hauwa Isuwa; Confort Habila; Hauwa Abdu; Hauwa Balti; Yana Joshua; Laraba Paul; Saraya Amos; Glory Yaga; Na'omi Bitrus; Godiya Bitrus; Awa Bitrus; Na'omi Luka; Maryamu Lawan; Tabitha Silas; Mary Yahona; Ladi Joel; Rejoice Sanki; Luggwa Samuel; Comfort Amos; Saraya Samuel; Sicker Abdul; Talata Daniel; Rejoice Musa; Deborah Abari; Salomi Pogu; Mary Amor; Ruth Joshua; Esther John; Esther Ayuba; Maryamu Yakubu; Zara Ishaku; Maryamu Wavi; Lydia Habila; Laraba Yahonna; Na'omi Bitrus; Rahila Yahanna; Ruth Lawan; Ladi Paul; Mary Paul; Esther Joshua; Helen Musa; Margret Watsai; Deborah Jafaru; Filo Dauda; Febi Haruna; Ruth Ishaku; Racheal Nkeki; Rifkatu Soloman; Mairama Yahaya; Saratu Dauda; Jinkai Yama; Margret Shettima; Yana Yidau; Grace Paul; Amina Ali; Palmata Musa; Awagana Musa; Pindar Nuhu; Yana Pogu; Saraya Musa; Hauwa Joseph; Hauwa Kwakwi; [No name released]; Hauwa Musa; Maryamu Musa; Maimuna Usman; Rebeca Joseph; Liyatu Habitu; Rifkatu Yakubu; Naomi Philimon; Deborah Abbas; Ladi Ibrahim; Asabe Ali; Maryamu Bulama; Ruth Amos; Mary Ali; Abigail Bukar; Deborah Amos; Saraya Yanga; Kauna Luka; Christiana Bitrus; Yana Bukar; Hauwa Peter; Hadiza Yakubu; Lydia Simon; Ruth Bitrus; Mary Yakubu; Lugwa Mutah; Muwa Daniel; Hanatu Nuhu; Monica Enoch; Margret Yama; Docas Yakubu; Rhoda Peter; Rifkatu Galang; Saratu Ayuba; Naomi Adamu; Hauwa Ishaya; Rahap Ibrahim; [No name released]; Deborah Soloman; Hauwa Mutah; Hauwa Takai; Serah Samuel; Aishatu Musa; Aishatu Grema; Hauwa Nkeki; Hamsatu Abubakar; Mairama Abubakar; Hauwa Wule; Ihyi Abdu; Hasana Adamu; Rakiya Kwamtah; Halima Gamba; Aisha Lawan; Kabu Malla; Yayi Abana; Falta Lawan; Kwadugu Manu.

COMMUNICATION FROM THE HONORABLE DAVE CAMP, MEMBER OF CONGRESS

The SPEAKER pro tempore laid before the House the following communication from the Honorable DAVE CAMP, Member of Congress:

HOUSE OF REPRESENTATIVES,
COMMITTEE ON WAYS AND MEANS,
Washington, DC, May 9, 2014.

Hon. JOHN A. BOEHNER,
Speaker, House of Representatives,
Washington, DC.

DEAR MR. SPEAKER: This is to notify you pursuant to Rule VIII of the Rules of the House of Representatives, that the Committee on Ways and Means has received an administrative subpoena, issued by the United States Securities and Exchange Commission, for documents.

After consultation with the Office of General Counsel regarding the subpoena, I will make the determinations required under Rule VIII.

Sincerely,

DAVE CAMP,
Chairman.

COMMUNICATION FROM STAFF DIRECTOR, SUBCOMMITTEE ON HEALTH, COMMITTEE ON WAYS AND MEANS

The SPEAKER pro tempore laid before the House the following communication from Brian Sutter, Staff Director, Subcommittee on Health, Committee on Ways and Means:

HOUSE OF REPRESENTATIVES,
COMMITTEE ON WAYS AND MEANS,
Washington, DC, May 9, 2014.

Hon. JOHN A. BOEHNER,
Speaker, House of Representatives,
Washington, DC.

DEAR MR. SPEAKER: This is to notify you pursuant to Rule VIII of the Rules of the House of Representatives, that I have received (i) an administrative subpoena, issued by the United States Securities and Exchange Commission, for documents and testimony, and (ii) a grand jury subpoena, issued by the United States District Court for the Southern District of New York, for testimony.

After consultation with the Office of General Counsel regarding the subpoenas, I will make the determinations required under Rule VIII.

Sincerely,

BRIAN SUTTER,
Staff Director,
Subcommittee on Health.

FASCIST INTOLERANCE

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2013, the gentleman from Texas (Mr. GOHMERT) is recognized for 60 minutes as the designee of the majority leader.

Mr. GOHMERT. Mr. Speaker, I am going to read the background of an incredible woman. We have different religious views because I am a Christian and she is apparently an atheist at this time, but what an extraordinary woman: Ayaan Hirsi Ali. She is a visiting fellow with the American Enterprise Institute:

Ayaan Hirsi Ali, an outspoken defender of women's rights in Islamic societies, was born in Mogadishu, Somalia. She escaped an arranged marriage by immigrating to the Netherlands in 1992 and served as a member of the Dutch parliament from 2003 to 2006. In parliament, she worked on furthering the integration of non-Western immigrants into Dutch society and defending the rights of women in Dutch Muslim society. In 2004, together with director Theo van Gogh, she made ''Submission,'' a film about the oppression of women in conservative Islamic cultures. The airing of the film on Dutch television resulted in the assassination of Mr. Van Gogh by an Islamic extremist. At AEI, Ms. Hirsi Ali researches the relationship between the West and Islam, women's rights in Islam, violence against women propagated by religious and cultural arguments, and Islam in Europe.

Her background, as mentioned, she was a member of the parliament in the People's Party for Freedom and Democracy, the Netherlands, 2003 to 2006. She was a researcher at the Wiardi Beckman Foundation in Amsterdam, the Netherlands, 2001 to 2002. And she had been an interpreter and adviser in the Office of Intercultural Communication, Leiden, the Netherlands, 1995 to

2001. She has her master's from Leiden University, the Netherlands.

So this extraordinary woman should be paid tribute. It was wonderful to see recently that Brandeis University was paying tribute to her.

But we have had an interesting development in the United States of America from the time I was in college. I attended what was at the time a conservative university, Texas A&M University, and a majority there had very conservative views, but we loved to have liberal speakers come speak in my college, not because it was liberal but because we welcomed the exchange. There were always people coming to my university that students disagreed with.

□ 1245

See, at that time, we thought universities were places at which you could have those debates and where you could have a liberal speaker come speak, even though you disagreed with him, but we have seen the rise of fascism in American universities.

Back 30, 40 years ago, students could get involved and listen to liberal speakers, conservative speakers, moderate speakers, far right, far left speakers at universities and then make their own conclusions because, back then, that is kind of what we thought education was; but now, with this new intellectual fascism that has arisen in our universities, some of them—far too many of them, actually—say: if you disagree with our position, we don't want you here. We want you eliminated. We don't want you to have work. We want your family defiled. We just don't want you to succeed in any way whatsoever.

In fact, we see these kinds of receptions for conservatives, for Judeo-Christian believers and followers, people eliminated from being on television because they hold the view espoused by Moses and by Jesus of marriage being between a man and a woman.

It is as Moses said and as Jesus repeated, after He said a man will leave his mother and a woman will leave her home and the two will become one, what God has joined together, let no one pull apart.

Now, we find out that there was a show yesterday that we were told was considered hateful because it believed what a majority of Americans does and what Moses believed and what Jesus believed, which is that marriage would be between a man and a woman.

People like me are vilified—oh, you are hateful—but the people whose show was canceled made what sounded like a very Christian response of, look, we love homosexuals, we love all people, if you don't, then you are not following the teachings of Jesus, to be sure, but it doesn't mean that you have to support, embrace, encourage particular lifestyles that you believe are harmful to the individuals and harmful to society in general.

So it is amazing that, in the name of liberality—in the name of being tolerant—this fascist intolerance has arisen. There are people who stand up and say: I agree with a majority of Americans—I agree with Moses and Jesus—that marriage is between a man and a woman.

Now, all of a sudden, people like me are considered haters—hatemongers—evil, which really is exactly what we have seen throughout our history, going back to the days of the Nazi takeover in Europe.

What did they do?

First, they would call people haters and evil and would build up disdain for those people who held those opinions or religious views or religious heritages. Then next came: those people are so evil and hateful, so let's bring every book that they have written or has to do with them, and let's start burning the books because we can't tolerate their intolerance.

As shrinks testified before me during my days as a judge, it was called projecting. It is those who have a characteristic and to divert condemnation on themselves, they project their characteristic on someone with whom they disagree—so the most intolerant in America.

Then especially people like they who were going to be on the television show before it was canceled—people like me—yes, we can get upset. We can't stand to see our Nation torn apart. We can't stand to see our Judeo-Christian values, on which the Nation was founded, demeaned, depicted as somehow evil.

We stand up for those things, but there is no hate for individuals, yet those who are the most hate-filled, who do not follow the teachings of Jesus, seek to impose or to project upon those of us who are Christians—and some orthodox Jews and even atheists or secularists, like Ms. Ayaan Hirsi Ali—their own hate, their own intolerance. We really need to understand what is going on.

It is not tolerance that becomes intolerant and says a woman who was tortured—I don't know what else you would call some of the procedures that were done to her most private areas in the name of religion. It was not voluntary.

She was ordered into a marriage she wanted no part of. She did not want to have to be covered up and stay in a back room and never own property and never drive. She kind of thought, like most of us do in America, except for the intolerant fascist liberals, that: gee, women ought to be able to own property, we ought to be able to marry whom we wish, we ought to be able to espouse our own views without being called hatemongers.

Brandeis University chose to honor the intolerant and turn against someone who went through a living hell in Somalia. Because she has stood up for what she believes, including in the Netherlands, and put together a film with Mr. van Gogh, her partner was assassinated—murdered; yet Brandeis University, in having some cowards in the administration, without one fraction of the courage of Ms. Hirsi Ali, says: we are going to back off and not honor this woman who has overcome so much.

To honor someone doesn't necessarily mean that you embrace everything about his life. Like I say, I stand in tribute to a woman who has overcome so much, who has been fighting against the true war against women.

I don't believe at all in her religious views as, apparently, an atheist, but I can recognize this is a woman of courage, that she is a woman who is brilliant, who has overcome so much.

It is really heartbreaking that universities around this country, which were once beacons to debate and to disagreement, have now been taken over by so many liberal fascist cowards that, if you disagree with something they think or if you disagree with something somebody who is more violent than you thinks, then they are going to succumb to the fascist violence and say: oh, we don't want to snub you, really, but there is this other group over here that may get violent with us if we stand up for your rights and acknowledge your courage.

So we are going to be cowards, and we are not going to acknowledge your amazing courage. We are going to snub you because we are afraid of these people who may become violent.

You have to wonder if the State Department of the United States, under the leadership of Secretary Hillary Clinton, may not have succumbed to this same type of fear: gee, we don't want to make the terrorists mad, so let's don't stir them up.

There was a time, for example, when Thomas Jefferson was President and radical Islamists in northern Africa were attacking American ships and taking crews hostage and selling them back to America if we came up with the price required, the extortion fee.

Jefferson finally had had enough and had sent this group of—at that time—men, called Marines. They went to the shores of Tripoli, and they fought with everything they had against the radical Islamists.

They fought hard enough and showed that we were not weaklings who would lay down in the face of Islamist terrorism, but that we would fight. Those Marines fought hard enough that the radical Islamists said, okay, all right, we will leave you alone—because that is all radical Islamists understand.

We have this article from The Wall Street Journal, May 8, written by Ayaan Hirsi Ali, who is the same lady I was just speaking about. She knows something about radical Islam. She has had people she has cared about and loved killed by radical Islam. She, herself, was physically harmed by radical Islam.

She knows a lot about it, and she also knows about intolerance, the type that was seen—and the lack of courage—at Brandeis University. Hopefully,

someday, someone at Brandeis will recall the Jewish influence in the university that understood the threat of intolerance—like fascist intolerance—and, instead of succumbing to fascist intolerance, stand up and acknowledge courage and extraordinary human behavior.

For those who may be tempted to say: Now, LOUIE, how in the world could you put radical Islam and fascism or the Nazis together?

All one would have to do is look back at the history prior to and during World War II, and the connection was already made. The alliances were made. One type of intolerance, Nazi fascism, seemed to ally and work well and become allies of radical Islamist fascists.

In this Wall Street Journal article, as Hirsi Ali says:

Since the kidnapping of 276 school girls in Nigeria last month, the meaning of Boko Haram—the name used by the terrorist group that seized the girls—has become more widely known. The translation from the Hausa language is usually given in English language media as ''Western Education is Forbidden,'' though ''Non-Muslim Teaching is Forbidden'' might be more accurate.

But little attention has been paid to the group's formal Arabic name: Jam'at Ahl as-Sunnah lidda'wa wal-Jihad. That roughly translates as ''The Fellowship of the People of the Tradition for Preaching and Holy War.'' That's a lot less catchy than Boko Haram, but is significantly more revealing about the group and its mission. Far from being an aberration among Islamist terror groups, as some observers suggest, Boko Haram in his goals and methods is, in fact, all too representative.

□ 1300

The kidnapping of the schoolgirls throws into bold relief a central part of what the jihadists are about: the oppression of women.

Boko Haram sincerely believes that girls are better off enslaved than educated. The terrorists' mission is no different from that of the Taliban assassin who shot and nearly killed 15-year-old Pakistani Malala Yousafzai—as she rode a schoolbus home in 2012—because she advocated girls' education. As I know from experience, nothing is more anathema to the jihadists than equal and educated women.

How to explain this phenomenon to baffled Westerners, who these days seem more eager to smear the critics of jihadism as ''Islamophobes'' than to stand up for women's most basic rights. Where are the Muslim college-student organizations denouncing Boko Haram? Where is the outrage during Friday prayers? These girls' lives deserve more than a Twitter hashtag protest—

As we saw from former Secretary Hillary Clinton.

Back to the article. It says:

Organizations like Boko Haram do not arise in isolation. The men who establish Islamist groups, whether in Africa (Nigeria, Somalia, Mali), Southeast Asia (Afghanistan, Pakistan), or even Europe (UK, Spain and the Netherlands) are members of long-established Muslim communities, most of whose members are happy to lead peaceful lives. To understand why the jihadists are flourishing, you need to understand the dynamics within those communities.

I might insert parenthetically that the Muslims who wish to live in peace can be and are our friends. Though we disagree on our religious beliefs completely, we can be friends.

I was with my dear friends MICHELE BACHMANN and Congressman Dr. MICHAEL BURGESS, and I turned to see a very surprised look on their face when we made it through the midst of the Afghanistan capital. There were people holding rocket-propelled grenades as we turned down the alley to get to the Masood family compound.

We pulled into the gate in the drive there within the inner part and I saw my Muslim friends coming out on the porch and down the stairs.

So I jumped out. And I looked back and saw they looked a little surprise as I jumped out and these well-known Muslim Northern Alliance members spread their arms open wide, as I did, and we embraced strong, heartfelt embraces. Because I knew what they had been through in fighting radical Islam. I know that they do not want radical Islam taking back Afghanistan when we leave.

I know that because this administration has turned its back on those Muslim non-extremists, we are putting their lives in danger as we leave them to the radical Islamist extremists poised and ready to take over in the vacuum that we leave. We owe our allies who fought and defeated the Taliban by early 2002 better than that.

And my heart breaks as I think about the absolute horrors that will unfold in Afghanistan as our former allies have to defend themselves against radical Islam because they dare to be our friends and allies. That is no way to treat people who fought with you, for you, for themselves, because of that common desire not to be under the yoke and threat and hate of radical Islam.

Back to Ms. Hirsi Ali's article. She says:

So, imagine an angry young man in any Muslim community anywhere in the world. Imagine him trying to establish an association of men dedicated to the practice of Sunnah, (the tradition of guidance from the Prophet Muhammad). Much of the young man's preaching will address the place of women. He will recommend that girls and women be kept indoors and covered from head to toe if they are to venture outside. He will also condemn the permissiveness of Western society.

What kind of response will he meet? In the U.S. and in Europe, some might quietly draw him to the attention of authorities. Women might voice concerns about the attacks on their freedom. But in other parts of the world, where law and order are lacking, such young men and their extremist messages thrive.

Where governments are weak, corrupt or, nonexistent, the message of Boko Haram and it counterparts is especially compelling. Not implausibly, they can blame poverty on official corruption and offer as an antidote the pure principles of the Prophet. And in these countries, women are more vulnerable and their options are fewer.

But why does our imaginary young zealot turn to violence? At first, he can count on some admiration for his fundamental message within the community where he starts out. He might encounter opposition from established Muslim leaders who feel threatened by him. But he perseveres because perseverance in the Sunnah is one of the most important keys to heaven. As he plods on from door to door, he gradually acquires a following. There comes a point when his following is as large as that of the Muslim community's established leaders. That's when the showdown happens—and the argument for ''holy war'' suddenly makes sense to him.

The history of Boko Haram has followed precisely this script. The group was founded in 2002 by a young Islamist called Mohammed Yusuf, who started out preaching in a Muslim community in the Borno State of northern Nigeria. He set up an educational complex, including a mosque and an Islamic school. For 7 years, mostly poor families flocked to hear his message. But in 2009, the Nigerian government investigated Boko Haram and ultimately arrested several members, including Yusuf himself. The crackdown sparked violence that left about 700 dead. Yusuf soon died in prison—the government said he was killed while trying to escape—but the seeds had been planted. Under one of Yusuf's lieutenants, Abubakar Shekau, Boko Haram turned to jihad.

In 2011, Boko Haram launched its first terror attack in Borno. Four people were killed, and from then on violence became an integral part, if not the central part, of its mission. The recent kidnappings—11 more girls were abducted by Boko Haram on Sunday—join a litany of outrages, including multiple car bombings and the murder of 59 schoolboys in February. On Monday, as if to demonstrate its growing power, Boko Haram launched a 12-hour attack in the city of Gamboru Ngala, firing into the market crowds, setting houses aflame, and shooting down residents who ran from the burning buildings. Hundreds were killed.

I am often told that the average Muslim wholeheartedly rejects the use of violence and terror, does not share the radicals' belief that a degenerate and corrupt Western culture needs to be replaced with an Islamic one, and abhors the denigration of women's most basic rights.

This is Ms. Hirsi Ali saying this.

She says:

Well, it is time for those peace-loving Muslims to do more, much more, to resist those in their mist who engage in this type of proselytizing before they proceed to the phase of holy war.

Parenthetically here, Mr. Speaker, it should not have even required a FBI or CIA investigation into the older Tsarnaev brother to find out that he had been radicalized. It should not have required the Russians tipping our intelligence and the FBI that they were ignorant of how radicalized Tsarnaev had become. It shouldn't have required the FBI to go out to the mosque and make inquiry about Tsarnaev and what Muslim teachers he was drawn to, what Muslim books he was reading.

It shouldn't have required that, but it did.

Unfortunately, the FBI didn't do those things. Unfortunately, the FBI didn't even bother to notify the Boston police, as far as we can tell, that Tsarnaev had been radicalized—or, at least the Russians said he was—because I would be willing to bet if he

had, the Boston police would have gotten to the bottom of it before the Boston marathon bombing occurred.

Ms. Hirsi Ali says in her article:

It is also time for Western liberals to wake up. If they choose to regard Boko Haram as an aberration, they do so at their peril. The kidnapping of these schoolgirls is not an isolated tragedy; their fate reflects a new wave of jihadism that extends far beyond Nigeria and poses a mortal threat to the rights of women and girls.

If my pointing this out offends some people more than the odious acts of Boko Haram, then so be it.

It should be also pointed out Ms. Hirsi Ali is a fellow of the Belfer Center at Harvard's Kennedy School of Government. She is the founder of the AHA foundation.

So I commend Harvard for having the courage to have someone to espouse the views that Ms. Hirsi Ali does. She has been there. She has courage.

I hope and pray that universities across the United States, even though many of them are offered major Middle Eastern money if they will do this, and have a seminar on Islamaphobia and help eradicate anyone or any thought that radical Islam is a threat, and let's just suppress anything like that. I applaud universities that have the courage to do that. But too many don't. And they don't stand up as they should.

And what is amazing is, we have people in this country and in this city and in the media who take the gutless position that they will try to portray Republicans or conservatives as hating women. Why? Because they know we are not going to kill them. We will disagree with them, we will debate them, we will say they are wrong, but we are not going to kill them because of what they believe.

In Western society, in every State and Federal law it has always been true, except those that are allowing sharia law to creep in, but it has always been true that provoking words are never an offense to a physical assault. That is kind of 101 criminal law in most any law school, except, of course, if it is teaching sharia law.

Under sharia law, provoking words, no matter how minor, can be the basis for capital punishment. You offend a radical Islamist, that is the basis for killing them.

We have never believed that in Western society. As Judeo-Christian ideals have spread even among atheists, secularists, and other religious believers, that has been a good, sound doctrine. Provoking words—or a cartoon—may evoke anger and may provoke anger, but it should not provoke physical violence.

□ 1315

It is time liberals rose up with enough courage to say: You know what? Wow, there is a war against women, and it is killing women.

There are laws in some places of radical Islam that say: if you are a woman who is raped, if you don't have four men who are respected Muslims who can stand up and be eyewitnesses that you were raped, then we may need to stone you to death for allowing such to occur.

That is not an American ideal. That is a war on women. I have prosecuted, and I have sentenced enough rapists that it is something that is very difficult for me to sit and listen to, and to think that so many of the cases for which I sentenced rapists to prison could never have been brought and the woman would have to live in fear and horror if we were living under the kind of law where there really is a cultural war on women and, sometimes, a physical war on women.

In the United States, I know families where the parents are Christians and the children chose not to believe in Jesus as Lord, and it breaks the hearts of the parents; but the thought would never, ever cross their mind to engage in violence.

I have been told about someone we are trying to help, whose family was Islamist, radical, in another part of the world. When he became a Christian, that made him worthy of the death penalty. It made his child worthy of the death penalty, in their opinion. He has been killed.

Other family members that have tried to help, who were moderate Muslims and didn't believe someone who became a Christian should be murdered, have paid the price with their lives.

These things are happening around the world, and it is time liberals fought a more courageous fight and stood—and instead of screaming about Islamophobia, stood and said, you know, there are Muslim friends and allies, but there is a radical Islamist part in this world, a sect in this world that wants to kill, destroy anything, including what we consider to be innocent children, women, men.

Until we confront that fact, this country is going to continue to be subjected to threats against American lives here and abroad. It is easier to attack Americans abroad.

Americans, including this body—I mean, we were outraged at what happened to those Nigerian children, boys killed, the girls threatened with being sold into what basically would be a slave-type marriage. It is outrageous.

So you wonder why in the world the State Department would not have the courage to take a stand. There was an excellent article by Andrew McCarthy, and he incorporates much of a fantastic article from Josh Rogin, from the Daily Beast, and it is dated May 8.

It says:

''We must stand up to terrorism,'' bleated Hillary Clinton a few days ago in a tweet expressing outrage against Boko Haram, the jihadist organization that has abducted hundreds of young girls in Nigeria. Yet, when she was actually in a position to stand up to Boko Haram's terrorism as Secretary of State, Ms. Clinton instead protected the group.

Josh Rogin reports at the Daily Beast:

The State Department under Hillary Clinton, fought hard against placing the al Qaeda-linked militant group Boko Haram on its official list of foreign terrorist organizations for 2 years; and now, lawmakers and former U.S. officials are saying that the decision may have hampered the American government's ability to confront the Nigerian group that shocked the world by abducting hundreds of innocent girls.

While Ms. Clinton now issues indignant tweets, Rogin elaborates on her failure to mention that her own State Department refused to place Boko Haram on its list of foreign terrorist organizations in 2011, after the group bombed the U.N. headquarters in Abuja. The refusal came despite the urging of the Justice Department, the FBI, the CIA, and over a dozen Senators and Congressmen.

''The one thing she could have done, the one tool she had at her disposal, she didn't use, and nobody can say she wasn't urged to do it. It's gross hypocrisy,'' said a former senior U.S. official who was involved in the debate. ''The FBI, the CIA, and the Justice Department really wanted Boko Haram designated, they wanted the authorities that would provide to go after them, and they voiced that repeatedly to elected officials.''

In May 2012, then-Justice Department official Lisa Monaco (now at the White House) wrote to the State Department to urge Clinton to designate Boko Haram as a terrorist organization. The following month, General Carter Ham, the chief of the U.S. Africa Command, said that Boko Haram provided a ''safe haven'' for al Qaeda in the Islamic Maghreb and was likely sharing explosives and funds with the group; and yet, Hillary Clinton's State Department still declined to place Boko Haram on its official terrorist roster.

As Mr. Rogin further details, placing an organization on the terrorist list enables the government to use various investigative tools for law enforcement and intelligence-gathering purposes. It also squeezes the organization by criminalizing the provision of material support to it and the conduct of business with it.

After numerous Boko Haram atrocities, Republicans attempted to force Secretary Clinton to designate the group or explain why she refused to do so. The State Department heavily lobbied against the legislation. Only after John Kerry replaced Clinton and after a series of jihadist bombings against churches and other targets did the State Department finally relent and add Boko Haram to the terrorist list last November.

The excuses now being offered in explanation for Clinton's dereliction are specious. As Rogin explains, Clinton's State Department claimed that Boko Haram was merely a local group with parochial grievances that was not a threat to the United States.

Have a look, though, at the State Department's list here. Several of the listed groups are waging local terrorist campaigns that do not threaten our country, the Basque ETA, the Liberation Tigers of Tamil Eelam, the Real Irish Republican Army, et cetera. A significant reason for having the list is to promote international cooperation against terrorism and discourage its use against anyone, anywhere. The fact that a terrorist organization may have only local grievances and may not directly imperil the U.S. has never been thought a reason to exclude it from the list.

Fox News has further reported about another rationale of Clinton apologists: Hillary did not want to raise Boko Haram's profile and assist its recruiting which, they reason, would be the effect of designation by the Great Satan. That is ridiculous. The main point of having the list and the sanctions that accompany a terrorist designation is to

weaken the organization by depriving of it assets and material support. The logic of what Clinton supporters are claiming is that U.S. counterterrorism law—much of which was put in place by the administration of Bill Clinton—does more harm than good. Does anyone think they really believe that?

What happened here is obvious, although the commentariat is loath to connect the dots. Boko Haram is an Islamic-supremacist organization. Ms. Clinton, like the Obama administration more broadly, believes that appeasing Islamists—avoiding actions that might give them offense, slamming Americans who provoke them—promotes peace and stability. See Egypt for a good example of how well this approach is working.

Furthermore, if you are claiming to have ''decimated'' al Qaeda, as the Obama administration was claiming to have done in the runup to the 2012 election, the last thing you want to do is add jihadists to the terror list—or beef up security at diplomatic posts in jihadist hot spots or acknowledge that jihadists rioting in Cairo or jihadist attacks in Benghazi are something other than ''protests'' inspired by ''an Internet video.''

It is very simple. Most of us on the national-security right recognize that Islamic supremacism is an ideology rooted in Muslim scripture—a strict, literal, ancient interpretation of Muslim scripture, that is. Essentially, it advocates the adoption of shari'a, Islam's legal code and societal framework. It is not the only way of construing Muslim scripture.

And I add, fortunately.

He said:

And we certainly hope that more benign constructions become dominant, but Islamic supremacism is far more mainstream than the West likes to admit, particularly in the Middle East and growing swaths of Africa. It is an ideology that endorses violent jihad, the treatment of women as chattel, sex slavery, child marriages, and the horrible stuff that outfits like Boko Haram are into. Even though these organizations—quite naturally—terrorize locally, their aspirations are global, and they are a threat to us because their ideology unites them and regards the West as the enemy.

The left, by contrast, seems to believe that ''Islamists''—which are adherents of Islamic supremacism—are motivated not by an ideology derived from scriptural commands, but by American policies that promote national defense, pursue U.S. interests, and regard Israel as a key ally. Indeed, progressives like Ms. Clinton are anti-antiterrorists in the sense that they portray the national security right as a greater threat than Islamic supremacism.

Ms. Clinton and her cohort do not deny that they are terrorists motivated by Islam, but they see terrorists and Islamists as separate categories, not united by single ideology.

□ 1330

Anyway, the article goes on and makes very clear that there are too many in America who think they will just beat up on conservatives, beat up on Republicans, beat up on conservatives who have the same ideas about marriage that Barack Obama did during the campaign of 2008, that John F. Kennedy, Hubert Humphrey, people that were considered liberal did in prior years, to beat up on Americans who hold those same beliefs in the Bible. It is easier to beat up on conservatives because we are not going to kill you. We will argue with you. We will get frustrated with you.

But real courage is found in people like Ms. Hirsi Ali who know that her life and their lives are at risk every day, every minute of every day because, to this supremacist ideology, provoking words are not only a defense, but they are a reason to kill people, to brutalize them unmercifully.

And then we have this article from May 7 by Patrick Goodenough from CNSNews.

A man displays copies of several local newspapers during a demonstration calling on the government to rescue the kidnapped schoolgirls outside defense headquarters in Abuja on Tuesday, May 6, 2014.

Secretary of State John Kerry, on Wednesday, underlined the issue of the poverty as a recruitment tool for extremist groups like Boko Haram, although analysts and Nigerian officials have for months been reporting that the organization is forcibly conscripting civilians, including children, into its ranks.

During his recent Africa trip, leaders had told him that much of the challenge in confronting violent extremist groups like Boko Haram lies in fighting poverty, Kerry said at a Council of the Americas conference in Washington. ''They all talked about poverty and the need to alleviate poverty, and that much of this challenge comes out of this poverty where young people are grabbed at an early stage, proffered a little bit of money,'' he said. ''Their minds are bended, and then the money doesn't matter anymore. They've got the minds, and they begin to direct them into these very extreme endeavors.''

The Islamist terrorist group has waged a violent campaign against Nigerian Christians and government targets since 2009, but shot to global prominence in recent weeks with its kidnapping of more than 200 schoolgirls in the country's northeastern Borno State. Its leader has described them as ''slaves'' and is threatening to sell them or ''marry'' them off.

In a new attack this week, as many as 300 people were reportedly killed.

But it is interesting. This follows the Obama administration's ideology campaign rhetoric: Gee, we are not at war with radical Islam. The real problem here is poverty. If we can eliminate poverty, then we can eliminate radical Islam. And that flies in the face of the facts.

People that have looked under the surface at all are aware Osama bin Laden was wealthy. Khalid Sheikh Mohammed, who is credited with planning the 9/11, not tragedy, as might be said here, but murders of thousands of Americans and is proud of it, and he has said in his own pleadings that he, himself, prepared and that have been declassified: If our efforts on 9/11 caused you terror, then praise be to Allah. And he points out in his pleadings that it is Allah who has commanded them to be at war and kill people, such as Christians and Jews—Jews because they are vermin and, as Muslim Brothers have said, are descended from apes and pigs.

But Khalid Sheikh Mohammed, in his pleading, points out that also it is fine to kill Christians because they believe in a Holy Trinity. They believe and say that God had a Son, Jesus. And Khalid Sheikh Mohammed, in his pleading, points out the verse in the Koran that there is no authorization to combine anyone or anything with Allah; and, therefore, if you do that, as Christians do, believing in the Holy Trinity, believing that Jesus is the Son of God, then that justifies capital punishment, killing you, torturing, whatever they care to do, because, under their way of thinking, you are worthy of death.

Well, because of the approach of Secretary Clinton's State Department and of this administration, when the Egyptian people went to the streets by the millions—the estimates, 33 million. Even 20 million would have been larger than any protest in the history of the world. Morsi only claimed to have gotten around 13 million votes to be President. There were many who believed with all their hearts and had evidence, they say, that he got the vote by fraud. But threats were made behind the scenes: If you contest this election, people will die, and we will burn this country down.

Well, when the Egyptian people—the moderate Muslims, the Christians, the Jews, the secularists—had had enough of radical Islam, they rose up and demanded Morsi's removal, as he continued to usurp more and more power not given to him under the constitution. And since the constitution didn't allow for impeachment, the only thing the people could do was rise up before he got the kind of power Chavez had in Venezuela. Because when a dictator begins pulling power into himself, you have got to stop him early, or it will cost so many more lives.

And that is why this was one of the banners that Egyptian protesters held up. On one half, an American flag with a green checkmark; on the other half, they had our great President's face with a red x. What they were saying and what they made clear in other banners and statements was that this administration is supporting the radical Islamists, and that we moderate Muslims, we Christians, Jews, secularists, we don't want the Muslim Brotherhood, these radicals that have been properly classified as a terrorist organization.

And this administration has kowtowed repeatedly, just as Brandeis University did, to the Council on American-Islamic Relations, CAIR, who were cited by a U.S. district judge and upheld by the Fifth Circuit Court of Appeals as being a front organization. They had plenty of evidence to support that they were a front organization for the Muslim Brotherhood and were related and working with the Holy Land Foundation, as it supported terrorism.

It is time Americans woke up. The Egyptians certainly woke up as they raised their hands and said: We don't want radical Islam.

Now, I don't agree with this, but this is what the Egyptians were marching around Egypt with. And why would they say Obama supports terrorism? It is because the United States, under this administration, supported Morsi, supported the Muslim Brotherhood, and the Egyptian people had had enough, and they decried anyone in the United States that was supporting these terrorists.

And as some of us travel around the Middle East, moderate Muslim leaders say: Why are you not helping us in the war against terrorism anymore? You are helping the bad guys. You helped the al Qaeda-backed rebels in Libya.

And as I speak, there are training camps in Libya, like there were in Afghanistan before we went in with less than 500 Americans. But we helped the Northern Alliance Muslims take out the radical Islamic Taliban.

My friend is coming to the floor. He and I have traveled around those parts, and he had been engaged with many moderate Muslims in fighting the Russians, even, back before my predecessor Charlie Wilson was in Congress.

I am very proud to consider him a friend. I am proud of the efforts we have made to reach out to our allies. It was my friend from California (Mr. ROHRABACHER) who introduced me to Massoud and General Dostum and so many of the moderate Muslims that just want out from under the oppression that radical Islam brings.

So, Mr. Speaker, as we conclude this week, I want to encourage those in Egypt who are standing up to radical Islam. I want to encourage universities to stand up against radical Islam and have the courage to recognize moderate Muslims who will stand up and have the courage to speak up against the real war on women in this world. And it is not by conservatives. It is by radical Islam.

Mr. ROHRABACHER. Will the gentleman yield?

Mr. GOHMERT. My time is about expired, but I will certainly yield to the gentleman from California.

Mr. ROHRABACHER. I would like to note for the gentleman—and I am sure we will have your support—that the gentlewoman from California, LORETTA SANCHEZ, and myself today are starting a Support Egypt Caucus, which will be aimed at supporting General el-Sisi in his fight to make sure radical Islam does not take over Egypt and thus threaten the entire stability of the world.

Mr. GOHMERT. And I greatly appreciated being with you and Ms. SANCHEZ in Egypt. And my dear friend from California knows good and well, I am totally on board. Count me in.

And with that, I yield back the balance of my time.

MEDICAL MARIJUANA

The SPEAKER pro tempore (Mr. HUDSON). Under the Speaker's announced policy of January 3, 2013, the Chair recognizes the gentleman from California (Mr. ROHRABACHER) for 30 minutes.

Mr. ROHRABACHER. Mr. Speaker, I rise today to discuss an issue that currently affects more than half the States in our Nation, and that is the inconsistency between Federal and State laws pertaining medical marijuana. Yes, Mr. Speaker, a majority of our Nation's States—Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Hawaii, Illinois, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nevada, New Hampshire, New Jersey, New Mexico, Oregon, Rhode Island, Utah, Vermont, Wisconsin, and Washington, as well as the District of Columbia—all have some form of medical marijuana law on the books. Of course this means that these States allow their residents to engage in activities that are expressly prohibited by the Federal Government. To be exact, there are already 26 States that allow doctors to recommend the medical use of marijuana or its derivatives, and many more States are expected to take the step and do the same thing in the near future.

Importantly, the States listed are not dominated by conservatives or liberals. This isn't a Republican or a Democrat issue. Massachusetts, Alaska, Mississippi, and Oregon are hardly the same, politically speaking, in their legislature. Politically speaking, they are not the same. But their legislators and their residents all have recognized the same reality, and that is the potential medical benefits of marijuana and marijuana's derivatives, and they believe that these derivatives and the benefits of marijuana should not be denied to their people.

Unfortunately, however, the Federal Government continues to list marijuana and its derivatives as a schedule I substance, putting it in the same category as heroin, LSD, and other hard drugs.

I have long supported rescheduling marijuana so that it can be researched, prescribed, and used by legitimate health care professionals. But multi-administrations, both Republican and Democrat alike, have refused to seriously talk about this topic. Instead, a heavy-handed, emotion-based policy continues.

Evidence suggesting that the Federal Government ought to allow the use of marijuana for medical purposes has never had the serious discussion that it deserves. Many desperate patients have defied the Federal Government's blanket ban on the use of marijuana as a remedy for numerous ailments.

The absurdity of this ban was brought home to me over a decade ago when my mother, depressed after undergoing surgery, lost her appetite and was requiring me to spoon-feed her. When I learned that medical marijuana might give her the appetite she needed and, yes, raise her spirits, the illegality of this herb was abundantly clear to me as I was there seeing my mother in the hospital bed, seeing how my mother had lost her appetite and seeing how her spirits were so low, knowing that perhaps marijuana, if the doctor had so ordered, would have been something that could have helped her and helped other people's mothers and children who were suffering the same situation.

□ 1345

The significance of changing—or at least altering—this prohibition could no longer be ignored by me when I was confronted by this over a decade ago. Since that time, the public's interest and support for medical marijuana has increased dramatically. As I mentioned, over half the States allow people with serious illnesses to use marijuana and/or its derivatives for medical purposes.

Recent polls show that the vast majority of the American people support the medical efficacy and use of marijuana for medical purposes: 77 percent according to Pew, 81 percent according to the ABC News poll, and a whopping 85 percent according to a FOX News poll last year. Just as interesting, 60 percent of the American people believe that the Federal Government should not prosecute people who are acting in accordance with State medical marijuana laws, and 72 percent think government efforts to enforce marijuana laws cost more than they are worth. Surprise, surprise, almost three-quarters of Americans believe that the cost of enforcing marijuana laws is far heavier than the benefits of having those laws enforced or having those laws on the books. All those numbers include majorities of both Republicans, Democrats, and, yes, it includes a majority of Independents, as well.

What is the driving force behind this surge of support for a change in Federal policy? It is the realization by patients, researchers, and physicians that marijuana and its derivatives may offer enormous relief to numerous patients. For example, last year, the famous physician, Sanjay Gupta, released—who is a very prominent physician—released a documentary film in which he explored many of the benefits of medical marijuana. Like so many Americans, he is a relatively new convert to this position. I quote:

> We have been terribly and systematically misled for nearly 70 years in the United States, and I apologize for my own role in that.

This is what the doctor said in his documentary.

His documentary explores a number of cases in which patients who have various environmental neurological disabilities were helped by marijuana. Anyone who watches this documentary will see the positive effect that marijuana and its derivatives can have on ailing patients. Dr. Gupta is not alone

in his belief that it may prove beneficial to some patients.

The New England Journal of Medicine recently found that a majority of clinicians—a majority of the clinicians surveyed responded that they ''would recommend the use of medicinal marijuana in certain situations.''

We have all heard anecdotes of the ability of marijuana to improve patients' appetites, calm those with anxiety, and reduce the nausea for those who are extremely sick. Most recently, there has been an increased attention on the potential impacts of marijuana on patients who suffer from seizures, as well as those with PTSD.

Some particularly conservative States in our country—Utah, Alabama, Kentucky, and Mississippi, for instance—have recently passed laws allowing patients to access medical marijuana products such as oils that are rich in what they call the Cannibis oil, which is CBD, which has been very helpful with so many patients who are looking for relief for children with seizure disorders. They have found that the CBD helps these children meet this challenge in the families that are suffering across the country watching their children go through this suffering with this type of seizures and disorders.

These laws vary somewhat as to how patients are able to gain access to these products in various States, they differ, the laws differ, but they generally show that patients to be treated with this CBD-rich marijuana product, when administered by a physician and in the course of a State-approved medical study, have proved to be helpful to many people's health. Under current law, however, CBD, because it is derived from marijuana, is considered a Schedule I drug, and therefore it is prohibited to do the kind of research that is necessary to put that into the service for our people and to make sure that they have this available for their children and for other people who are suffering.

We can't even do the fundamental research as long as the Federal Government continues to label it the same as heroin or the same as other types of drugs, cocaine and the rest.

Well, we know from what I have said so far that there are numerous people in our country who understand that there are people who can benefit medically, and the people who understand this are not just civilians but medical professionals, as well as scientists.

Also, of particular and growing interest are the benefits that marijuana has for those who suffer from posttraumatic stress disorder, that is PTSD. This is one of the most commonly diagnosed disorders for our military veterans who are returning from overseas duty. Those suffering from PTSD often experience debilitating nightmares, depression, and anxiety; and, according to many of these patients, marijuana is the only thing that helps them alleviate these awful, awful symptoms.

Yet, because of our decades-old policy of not allowing the legitimate use—or even research into the legitimate use—of the medical benefits of marijuana, many individuals that we are talking about, many of these veterans, feel they have no choice but to break the law. Our Nation's heroes who are trying to escape the hellish nightmares of the war that we sent them off to fight are forced into the compromising position of illegal activity just to receive some relief from the pain they are suffering.

Parents who want to treat their children with nonpsychoactive extracts of the marijuana plant are forced to engage in activities that, if caught and convicted under Federal law, would make these parents who are just trying to help their children, it makes them felons—felons.

I would submit that this scenario undermines every legal and moral institution that we want every citizen—we want every citizen—of the United States to respect. It puts our people in an impossible position. It requires them to choose between providing relief for a loved one or breaking the law. In many cases, that behavior is in compliance—we are talking about offering medical marijuana—it is in compliance with State law; but these people who need it, whose family may need it, whose veteran coming home from the war may need it, whose mother is in the hospital who has lost her appetite and is depressed may need it, well, even if it is in compliance with State law, what we have got now is they are still a violation of Federal law, so we end up condemning these people to a crisis in which their loved ones must either suffer or they must break the law. It is cruel nonsense to put our people through this.

Patients and providers currently run the risk of having a Federal SWAT team-like police force raid their homes or their place of business because of the consumption of a plant which could be growing right in their backyard. The militarization of the police force in order to prevent Grandma from using a medical herb that will ease her pain during her last days on Earth is the type of thing that ought to make every person who believes in liberty and freedom—it should make them shudder, as well as, of course, responsible conservatives who understand we should be making every dollar our government spends count and be doing something that absolutely needs to be done.

The harassment from the Drug Enforcement Agency is something that should not be tolerated in the land of the free. Businesspeople who are licensed and certified to provide doctor-recommended medicine within their own States have seen their businesses locked down, their assets seized, their customers driven away, and their financial lives ruined by very, very aggressive and energetic Federal law enforcers enforcing a law in which we are preventing something that doctors would recommend for the health of their patients that now some way distributing that material would result in the total destruction of that medical professional and his life.

Instead of continuing to finance this repressive and expensive approach, we should be willing to allow patients and small businesses to follow their doctor's advice under the watchful eye of State law enforcement and regulators rather than treating it like something that ought to be eradicated from our society. And, yes, I am sure there are plenty of people around who would love to just continue building our police forces, spending the money; but having them target people who are engaged not in rape or murder or some type of aggressive action on the population but instead have them focus on a doctor who is trying to alleviate the pain of someone who has just gone through an operation or one of our veterans who is suffering some sort of posttrauma from his being overseas, no. To say it is a total waste of money is just an understatement.

The 26 States that I have named have gotten this message. They have been making great strides toward compassion and, yes, towards freedom and, yes, towards a responsible use of limited government money in our country.

Now, after the States have done their job, we need the Federal Government to do its part. In the near future, I, along with several of my colleagues in both parties, will introduce an amendment to the Commerce-Justice-Science appropriations bill to bring an end to this disruptive, ill-advised, and wasteful policy that we have pushed on our people and oppressed our people with for far too long. Specifically, our amendment would prohibit the Department of Justice from using any of the funds in this bill to prevent States from implementing their own State medical marijuana laws.

I think my conservative friends could benefit from hearing what some of their idols have to say about this. Milton Friedman stated that it is ''disgraceful to deny marijuana for medical purposes.'' Dr. Friedman, whom I knew personally, a personal friend of mine, spent a great deal of time talking about this very issue. He and George Schultz, former Secretary—Dr. Friedman, of course, advised Ronald Reagan when I worked with Ronald Reagan in the White House. As you know, I was a special assistant to President Reagan as well as a Presidential speechwriter for President Reagan for 7 years. There with us was, of course, Dr. Milton Friedman; and he advised us of the nonsense of making marijuana illegal, especially for medical purposes.

Then we have William F. Buckley—another man who advised conservatives like Ronald Reagan—who I read as a young person. In the pages of National Review, which he edited, he wrote:

The stodgy inertia most politicians feel is up against a creeping reality, and that is

that marijuana for medical relief is a movement which is attracting voters who are pretty assertive on the subject.

Yes, William F. Buckley was a visionary. He saw what direction the will of the American people would be having, and he foresaw today that the vast majority of the American people do not want the Federal Government wasting limited dollars destroying doctors' lives, preventing research into medical marijuana, and getting in the way of the people of the States who have voted to make this substance legal in their State for medical purposes.

Conservatives in this body—in this body, in this House—who regularly call for a decrease in the size and scope of the Federal Government ought to seriously consider voting for my amendment. Likewise, conservatives in this body who routinely talk about the need for the Federal Government to respect the 10th Amendment of the Constitution and those who believe that Washington should not interfere with the doctor-patient relationship, which we have heard so much about, these people, my conservative colleagues, ought to seriously consider supporting my amendment, as well.

In fact, if you are on the wrong side of Milton Friedman and William F. Buckley and people like Grover Norquist and George Schultz on the medical marijuana issue, I would suggest to my colleagues that they ought to reconsider the position that they are taking, that it may not be the one that is consistent with the conservative belief in freedom, individual responsibility, and, of course, limited government.

□ 1400

This amendment has been introduced in the past, most recently in 2012, but the difference this time around is that the American people are now demanding the Federal Government respect the majority of the States in our country which have implemented various medical marijuana laws.

The question at this point is whether the American people's Representatives in this House will grant them the wish and accede to what their opinion is and understand that laws are made for these people and their opinions have a right to be heard. I would hope that my fellow Representatives hear the American people's cry, hear those people who are trying to take care of their elderly mother or a veteran coming home or their children who are suffering seizures and say it is a total waste, it is a travesty to use limited dollars, to have a Federal Government stopping a doctor in States that have declared it as legal, prevent that doctor from offering a treatment for these people, our loved ones, Americans throughout our country.

My hope and expectation is that truth and common sense will prevail. I have faith in the American people. And yes, I have faith in my colleagues. I believe that both the American people, given a choice in their lives, they will do the right thing for themselves and their family. I also believe they will do it without bureaucracy, without massive Federal intrusion into their lives. And I also have faith in my colleagues that they will begin to take a second look at this issue and see if what they are doing is consistent with our overall belief in American freedom and personal responsibility.

One final point I would like to make is that, as legislators who have the power of the purse, we have a responsibility to prioritize Federal tax dollars and how they are spent. Our debt has increased by trillions of dollars in just the last few years. This year's deficit is expected to add an additional $500 billion to the debt, and the CBO estimates that the deficit will only slightly be lower next year before ballooning up again to unacceptable levels. What we are going through is already unacceptable to most of us.

As we look for places to cut spending, why don't we begin by eliminating those expenditures which the vast majority of Americans believe to be an unjustified exercise of Federal powers. I ask my colleagues to join me in supporting a commonsense amendment that will be a step in the right direction in respecting State medical marijuana laws and will respect the individual liberties that our country believes in.

I would hope that the Federal Government also, finally, we in the Federal Government will understand prioritizing spending, so even if you have questions of how someone making a personal choice somewhere across the country as to whether to use medical marijuana to help a family member who is sick or to stop their own seizures or whatever, yes, even if you don't believe that individuals across our country or the State governments have a right to be able to make those decisions and local voters should be making those determinations, which is what our Founding Fathers wanted, even if you don't believe in that, we should, at the very least, understand that we do not have resources at the Federal level to do everything for everybody.

While showing compassion for thousands of ailing patients across our country, we can also do the right thing, that is the right thing for us to do in terms of balancing our budget and having responsible spending patterns and taxing patterns here in Washington. Here is where it crosses. Here is where the waste of taxpayer dollars and enforcing laws that they have already said they don't want at the State level, forcing this upon them, declaring that someone is not going to have the personal responsibility in his own life to make these decisions, even in States where our people have voted to make this legal in terms of decisionmaking for using medical marijuana, well, even in those States, and all of this in one formula, you still have to understand that we have to deal with a budget; and it is totally inconsistent with a responsible spending pattern to use such limited resources as we have, going into debt in order to fence in doctors and other people who are trying to use medical marijuana around the country and even prevent the research into medical marijuana to show that it might have some benefit. No, that is a travesty and a total waste of our limited resources.

I would call on my conservative colleagues and my liberal colleagues, my Democrat and Republican friends and the people across the country of the United States to look at this issue with an open mind, intelligently look at the issue, look at it with your heart and your brain, and we will come to the conclusion that medical marijuana, especially in those States in which the people have decided to make medical use of marijuana legal, that it is a total waste of limited Federal funds for us to be focusing the use of those Federal funds on that activity at the State and local levels by people who are being given the choice by doctors as to what medicine they will use.

Let's get the Federal Government out of the areas that it shouldn't be in. That should be something conservatives really support. And so today, I would call on my colleagues to support the amendment that I will be offering, along with Congressman BLUMENAUER and others here in the body, to make sure that we get back to the 10th Amendment of the Constitution and put into law that, when it comes to the medical use of marijuana, the Federal Government will not waste its money trying to thwart the will of people throughout our country and the various State legislatures throughout our country.

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

LEAVE OF ABSENCE

By unanimous consent, leave of absence was granted to:

Mr. HARPER (at the request of Mr. CANTOR) for today on account of a death in the family.

Mr. HASTINGS of Florida (at the request of Ms. PELOSI) for today.

Mr. RUSH (at the request of Ms. PELOSI) for today.

SENATE BILL REFERRED

A bill of the Senate of the following title was taken from the Speaker's table and, under the rule, referred as follows:

S. 2197. An act to repeal certain requirements regarding newspaper advertising of Senate stationery contracts; to the Committee on House Administration.

DEPOSITION PROCEDURES FOR THE SELECT COMMITTEE ON THE EVENTS SURROUNDING THE 2012 TERRORIST ATTACK IN BENGHAZI

Mr. SESSIONS. Mr. Speaker, pursuant to section 4(c)(5)(B) of House Resolution 567, I hereby submit the following procedures for the taking of depositions pursuant to section 4(c)(5)(A) of such resolution for printing in the CONGRESSIONAL RECORD.

(a) Notice for the taking of depositions shall specify the date, time, and place of examination (if other than within the committee offices). Depositions shall be taken under oath administered by a member or a person otherwise authorized to administer oaths.

(b) Consultation with the ranking minority member shall include three business days' notice before any deposition is taken. All members of the Select Committee shall also receive three business days' notice that a deposition has been scheduled.

(c) Witnesses may be accompanied at a deposition by counsel to advise them of their rights. No one may be present at depositions except members, committee staff designated by the chair or ranking minority member, an official reporter, the witness, and the witness's counsel. Observers or counsel for other persons, or for agencies under investigation, may not attend.

(d) At least one member of the committee shall be present at each deposition taken by the committee, unless the witness to be deposed agrees in writing to waive the requirement.

(e) A deposition shall be conducted by any member or staff attorney designated by the chair or ranking minority member. When depositions are conducted by committee staff attorneys, there shall be no more than two committee staff attorneys permitted to question a witness per round. One of the committee staff attorneys shall be designated by the chair and the other by the ranking minority member. Other committee staff members designated by the chair or ranking minority member may attend, but may not pose questions to the witness.

(f) Questions in the deposition shall be propounded in rounds, alternating between the majority and minority. A single round shall not exceed 60 minutes per side, unless the members or staff attorneys conducting the deposition agree to a different length of questioning. In each round, a member or committee staff attorney designated by the chair shall ask questions first, and the member or committee staff attorney designated by the ranking minority member shall ask questions second.

(g) Any objection made during a deposition must be stated concisely and in a non-argumentative and non-suggestive manner. The witness may refuse to answer a question only to preserve a privilege. When the witness has objected and refused to answer a question to preserve a privilege, the chair of the Select Committee may rule on any such objection after the deposition has adjourned. If the chair overrules any such objection and thereby orders a witness to answer any question to which a privilege objection was lodged, such ruling shall be filed with the clerk of the committee and shall be provided to the members and the witness no less than three days before the reconvened deposition. If a member of the committee appeals in writing the ruling of the chair, the appeal shall be preserved for committee consideration. A deponent who refuses to answer a question after being directed to answer by the chair in writing may be subject to sanction, except that no sanctions may be imposed if the ruling of the chair is reversed on appeal.

(h) Committee staff shall ensure that the testimony is either transcribed or electronically recorded or both. If a witness's testimony is transcribed, the witness or the witness's counsel shall be afforded an opportunity to review a copy. No later than five days thereafter, the witness may submit suggested changes to the chair. Committee staff may make any typographical and technical changes. Substantive changes, modifications, clarifications, or amendments to the deposition transcript submitted by the witness must be accompanied by a letter signed by the witness requesting the changes and a statement of the witness's reasons for each proposed change. Any substantive changes, modifications, clarifications, or amendments shall be included as an appendix to the transcript conditioned upon the witness signing the transcript.

(i) The individual administering the oath, if other than a member, shall certify on the transcript that the witness was duly sworn. The transcriber shall certify that the transcript is a true record of the testimony, and the transcript shall be filed, together with any electronic recording, with the clerk of the Select Committee in Washington, DC. Depositions shall be considered to have been taken in Washington, DC, as well as the location actually taken once filed there with the clerk of the Select Committee for the Select Committee's use. The chair and the ranking minority member shall be provided with a copy of the transcripts of the deposition at the same time.

(j) The chair and ranking minority member shall consult regarding the release of depositions. If either objects in writing to a proposed release of a deposition or a portion thereof, the matter shall be promptly referred to the Select Committee for resolution.

(k) A witness shall not be required to testify unless the witness has been provided with a copy of rule XI of the Rules of the House of Representatives and these procedures.

ADJOURNMENT

Mr. ROHRABACHER. Mr. Speaker, I move that the House do now adjourn.

The motion was agreed to; accordingly (at 2 o'clock and 7 minutes p.m.), under its previous order, the House adjourned until Tuesday, May 13, 2014, at 1 p.m.

EXECUTIVE COMMUNICATIONS, ETC.

Under clause 2 of rule XIV, executive communications were taken from the Speaker's table and referred as follows:

5622. A letter from the Assistant Secretary of Defense, Special Operations and Low Intensity Conflict, Department of Defense, transmitting a report entitled, ''Combating Terrorism Activities FY 2015 Budget Estimates''; to the Committee on Armed Services.

5623. A letter from the Director, Division of Coal Mine Workers' Compensation, Office of Workers' Compensation Programs, Department of Labor, transmitting the Department's final rule — Black Lung Benefits Act: Standards for Chest Radiographs (RIN: 1240-AA07) received April 21, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Education and the Workforce.

5624. A letter from the Deputy Director, Directorate of Standards and Guidance, OSHA, Department of Labor, transmitting the Department's ''Major'' final rule — Electric Power Generation, Transmission, and Distribution; Electrical Protective Equipment [Docket No.: OSHA-S215-2006-0063] (RIN: 1218-AB67) received April 23, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Education and the Workforce.

5625. A letter from the Acting Director, Office of Standards, Regulations, and Variances, MSHA, Department of Labor, transmitting the Department's ''Major'' final rule — Lowering Miners' Exposure to Respirable Coal Mine Dust, Including Continuous Personal Dust Monitors (RIN: 1219-AB64) received May 5, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Education and the Workforce.

5626. A letter from the Deputy Bureau Chief, Wireline Competition Bureau, Federal Communications Commission, transmitting the Commission's final rule — Technology Transitions; AT&T Petition to Launch a Proceeding Concerning the TDM-to-IP Transition; Connect America Fund; Structure and Practices of the Video Relay Service Program; Telecommunications Relay Services and Speech-to-Speech Services for Individuals with Hearing and Speech Disabilities; Numbering Policies for Modern Communications [GN Docket No.: 13-5] [GN Docket No.: 12-353] [WC Docket No.: 10-90] [CG Docket No.: 10-51] [CG Docket No.: 03-123] [WC Docket No.: 13-97] received April 17, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

5627. A letter from the Chief of Staff, Media Bureau, Federal Communications Commission, transmitting the Commission's final rule — Amendment of the Commission's Rules Related to Retransmission Consent [MB Docket No.: 10-71] received April 11, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

5628. A letter from the Chief, Broadband Division, Wireless Communications Bureau, Federal Communications Commission, transmitting the Commission's final rule — Amendment of the Commission's Rules with Regard to Commercial Operations in the 1695-1710 MHZ, 1755-1780 MHZ, and 2155-2180 MHZ Bands [GN Docket No.: 13-185] received April 11, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

5629. A letter from the Acting Director, Office of Congressional Affairs, Nuclear Regulatory Commission, transmitting the Commission's final rule — List of Approved Spent Fuel Storage Casks: Transnuclear, Inc. Standardized Advanced NUHOMS Horizontal Modular Storage System; Amendment No. 3 [NRC-2013-0271] (RIN: 3150-AJ31) received April 23, 2014, pursuant to 5 U.S.C.

801(a)(1)(A); to the Committee on Energy and Commerce.

5630. A letter from the Director, Office of Congressional Affairs, Nuclear Regulatory Commission, transmitting the Commission's final rule — General Site Suitability Criteria for Nuclear Power Stations Regulatory Guide 4.7, Revision 3 received April 11, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Energy and Commerce.

5631. A letter from the Assistant Legal Adviser, Office of Treaty Affairs, Department of State, transmitting a report prepared by the Department of State concerning international agreements other than treaties entered into by the United States to be transmitted to the Congress within the sixty-day period specified in the Case-Zablocki Act; to the Committee on Foreign Affairs.

5632. A letter from the Chief Executive Officer, Corporation for National and Community Service, transmitting the Corporation's annual report for FY 2013 prepared in accordance with Section 203 of the Notification and Federal Employee Antidiscrimination and Retaliation Act of 2002 (No FEAR Act), Public Law 107-174; to the Committee on Oversight and Government Reform.

5633. A letter from the Chairman, Council of the District of Columbia, transmitting Transmittal of D.C. Act 20-308, ''Condominium Amendment Act of 2014''; to the Committee on Oversight and Government Reform.

5634. A letter from the Chairman, Council of the District of Columbia, transmitting Transmittal of D.C. Act 20-311, ''Transportation Infrastructure Mitigation Clarification Temporary Amendment Act of 2014''; to the Committee on Oversight and Government Reform.

5635. A letter from the Chairman, Council of the District of Columbia, transmitting Transmittal of D.C. ACT 20-309, ''Skyland Town Center Omnibus Act of 2014''; to the Committee on Oversight and Government Reform.

5636. A letter from the Chairman, Council of the District of Columbia, transmitting Transmittal of D.C. ACT 20-310, ''Driver's Safety Clarification Temporary Amendment Act of 2014''; to the Committee on Oversight and Government Reform.

5637. A letter from the Chairman, Council of the District of Columbia, transmitting Transmittal of D.C. Act 20-312, ''Department of Parks and Recreation Fee-based Use Permit Authority Clarification Temporary Amendment Act of 2014''; to the Committee on Oversight and Government Reform.

5638. A letter from the Chairman, Council of the District of Columbia, transmitting Transmittal of D.C. Act 20-321, ''Tobacco Product Manufacturer Reserve Fund Temporary Amendment Act of 2014''; to the Committee on Oversight and Government Reform.

5639. A letter from the Chairman, Council of the District of Columbia, transmitting Transmittal of D.C. Act 20-320, ''Kelsey Gardens Redevelopment Temporary Act of 2014''; to the Committee on Oversight and Government Reform.

5640. A letter from the Chairman, Council of the District of Columbia, transmitting Transmittal of D.C. Act 20-319, ''Comprehensive Planning and Utilization of School Facilities Amendment Act of 2014''; to the Committee on Oversight and Government Reform.

5641. A letter from the Associate General Counsel for General Law, Department of Homeland Security, transmitting a report pursuant to the Federal Vacancies Reform Act of 1998; to the Committee on Oversight and Government Reform.

5642. A letter from the Acting General Counsel, Department of Housing and Urban Development, transmitting two reports pursuant to the Federal Vacancies Reform Act of 1998; to the Committee on Oversight and Government Reform.

5643. A letter from the Staff Director, Federal Election Commission, transmitting the Commission's annual report for FY 2013 prepared in accordance with the Notification and Federal Employee Antidiscrimination and Retaliation Act of 2002 (No FEAR Act), Pub. L. 107-174; to the Committee on Oversight and Government Reform.

5644. A letter from the Executive Vice President and Chief Financial Officer, Federal Home Loan Bank of Chicago, transmitting the 2013 management reports and statements on the system of internal controls of the Federal Home Loan Bank of Chicago, pursuant to 31 U.S.C. 9106; to the Committee on Oversight and Government Reform.

5645. A letter from the Counsel to the Inspector General, General Services Administration, transmitting a report pursuant to the Federal Vacancies Reform Act of 1998; to the Committee on Oversight and Government Reform.

5646. A letter from the Chair, United States Sentencing Commission, transmitting the Commission's amendments to the federal sentencing guidelines, policy statements, and official commentary, together with the reasons for the amendments, pursuant to 28 U.S.C. 994(o); to the Committee on the Judiciary.

5647. A letter from the Paralegal Specialist, Department of Transportation, transmitting the Department's final rule — Airworthiness Directives; Continental Motors, Inc. Reciprocating Engines With Superior Air Parts, Inc. (SAP) Cylinder Assemblies Installed [Docket No.: FAA-2007-0051; Directorate Identifier 2007-NE-37-AD; Amendment 39-17801; AD 2014-05-29] (RIN: 2120-AA64) received April 16, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

5648. A letter from the Paralegal Specialist, Department of Transportation, transmitting the Department's final rule — Airworthiness Directives; The Boeing Company Airplanes [Docket No.: FAA-2013-0369; Directorate Identifier 2012-NM-128-AD; Amendment 39-17793; AD 2014-05-20] (RIN: 2120-AA64) received April 16, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

5649. A letter from the Paralegal Specialist, Department of Transportation, transmitting the Department's final rule — Airworthiness Directives; Bombardier, Inc. [Docket No.: FAA-2013-0689; Directorate Identifier 2012-NM-225-AD; Amendment 39-17791; AD 2014-05-18] (RIN: 2120-AA64) received April 16, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

5650. A letter from the Paralegal Specialist, Department of Transportation, transmitting the Department's final rule — Airworthiness Directives; Airbus Helicopters (Type Certificate Previously Held by Eurocopter France) (Airbus Helicopters) [Docket No.: FAA-2011-1158; Directorate Identifier 2010-SW-018-AD; Amendment 39-17765; AD 2011-22-05 R1] (RIN: 2120-AA64) received April 16, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

5651. A letter from the Paralegal Specialist, Department of Transportation, transmitting the Department's final rule — Airworthiness Directives; The Boeing Company Airplanes [Docket No.: FAA-2013-0977; Directorate Identifier 2013-NM-190-AD; Amendment 39-17795; AD 2014-05-22] (RIN: 2120-AA64) received April 16, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

5652. A letter from the Paralegal Specialist, Department of Transportation, transmitting the Department's final rule — Airworthiness Directives; The Boeing Company Airplanes [Docket No.: FAA-2012-1318; Directorate Identifier 2012- NM-104-AD; Amendment 39-17789; AD 2014-05-16] (RIN: 2120-AA64) received April 16, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

5653. A letter from the Paralegal Specialist, Department of Transportation, transmitting the Department's final rule — Airworthiness Directives; Rolls-Royce plc Turbofan Engines [Docket No.: FAA-2013-1015; Directorate Identifier 2013-NE-37-AD; Amendment 39-17798; AD 2014-05-25] (RIN: 2120-AA64) received April 16, 2014, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

PUBLIC BILLS AND RESOLUTIONS

Under clause 2 of rule XII, public bills and resolutions of the following titles were introduced and severally referred, as follows:

By Mr. POCAN (for himself, Mr. PETERS of California, Ms. BROWNLEY of California, Ms. LORETTA SANCHEZ of California, Mr. RUIZ, Mr. VARGAS, Mrs. BUSTOS, Mr. WAXMAN, Ms. MOORE, Ms. FUDGE, Ms. CLARKE of New York, Mr. HUFFMAN, Mr. MCGOVERN, Mrs. NEGRETE MCLEOD, Mr. RUSH, Ms. SCHAKOWSKY, Mr. SCHIFF, Ms. HAHN, Ms. CHU, Ms. LOFGREN, Mr. SCHRADER, Mr. SARBANES, and Mr. GRIJALVA):

H.R. 4622. A bill to allow certain student loan borrowers to refinance Federal student loans; to the Committee on Education and the Workforce.

By Mr. MORAN (for himself, Mr. COHEN, Mr. SCHWEIKERT, Ms. WILSON of Florida, and Mr. SALMON):

H.R. 4623. A bill to direct the Secretary of Transportation to conduct a notice and comment rulemaking before implementing certain policies relating to obstruction evaluation aeronautical studies, and for other purposes; to the Committee on Transportation and Infrastructure.

By Mr. CARTWRIGHT:

H.R. 4624. A bill to amend the Fair Debt Collection Practices Act to prohibit a court from making an award of costs to a defendant except on a finding that an action was brought in bad faith; to the Committee on Financial Services, and in addition to the Committee on the Judiciary, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. HALL:

H.R. 4625. A bill to amend title XVIII of the Social Security Act to suspend the application of the rebasing of Medicare home health prospective payment amounts, and for other purposes; to the Committee on Ways and Means, and in addition to the Committee on Energy and Commerce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mrs. CAPITO:

H.R. 4626. A bill to ensure access to certain information for financial services industry regulators, and for other purposes; to the Committee on Financial Services.

By Mr. POSEY (for himself and Ms. WASSERMAN SCHULTZ):

H.R. 4627. A bill to amend title XVIII of the Social Security Act to authorize coverage of

post-mastectomy water-resistant coverings if they are determined to be consistent with clinical protocol or medically necessary to reduce the risk of infection, and for other purposes; to the Committee on Energy and Commerce, and in addition to the Committee on Ways and Means, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Ms. DUCKWORTH (for herself, Ms. BORDALLO, Mrs. NOEM, Mr. BLUMENAUER, Ms. SPEIER, Mr. RICHMOND, Ms. MATSUI, Mr. CONYERS, Mrs. NEGRETE MCLEOD, Ms. KUSTER, Mrs. CAROLYN B. MALONEY of New York, Ms. CLARK of Massachusetts, Ms. TSONGAS, Mr. HONDA, Mr. GARAMENDI, Mr. NUGENT, Ms. FRANKEL of Florida, Ms. BROWNLEY of California, Ms. JACKSON LEE, Ms. BROWN of Florida, Ms. DELBENE, Mrs. MILLER of Michigan, Mrs. CAPITO, Mr. DESJARLAIS, Mr. PRICE of Georgia, Mr. FARENTHOLD, Mrs. BLACK, Mrs. LUMMIS, Mr. HARRIS, Mr. VEASEY, Ms. SHEA-PORTER, Mr. FLEISCHMANN, Mr. BARBER, Ms. MICHELLE LUJAN GRISHAM of New Mexico, Mr. POLIS, Ms. HANABUSA, Ms. BASS, Mr. RUIZ, Ms. DELAURO, Mr. CASSIDY, Mr. MEADOWS, Mr. WESTMORELAND, Mr. SCHOCK, Mr. DUNCAN of South Carolina, Mr. SOUTHERLAND, Mr. HUIZENGA of Michigan, Mr. PEARCE, Ms. HAHN, Mr. RODNEY DAVIS of Illinois, Mr. GINGREY of Georgia, Mr. BUCSHON, Mr. VARGAS, Ms. TITUS, Mrs. KIRKPATRICK, and Mr. COFFMAN):

H.R. 4628. A bill to amend title 10, United States Code, to authorize additional leave for members of the Armed Forces in connection with the birth of a child; to the Committee on Armed Services.

By Ms. DELBENE (for herself, Mr. SCHNEIDER, Ms. BONAMICI, Mr. MCDERMOTT, Mrs. BUSTOS, Mrs. NEGRETE MCLEOD, Mr. HINOJOSA, Ms. ESTY, Ms. BROWNLEY of California, Mr. POCAN, Ms. KUSTER, Mr. HECK of Washington, Mr. DEFAZIO, Mr. CICILLINE, Mr. KILMER, Mr. VELA, Mr. VARGAS, Mr. COURTNEY, Mr. PERLMUTTER, Mr. MCGOVERN, Mrs. KIRKPATRICK, Mr. PALLONE, Ms. SHEA-PORTER, Mr. RICHMOND, Mr. CONYERS, Mr. NOLAN, Ms. HAHN, Mr. LARSEN of Washington, Mr. PETERS of California, Mr. ENYART, Ms. WASSERMAN SCHULTZ, Mr. HONDA, Mr. MICHAUD, and Mr. RYAN of Ohio):

H.R. 4629. A bill to provide for the establishment of a pilot program to encourage the employment of veterans in manufacturing positions; to the Committee on Education and the Workforce.

By Mr. LARSON of Connecticut (for himself and Mr. ROONEY):

H.R. 4630. A bill to amend title 10, United States Code, to provide for certain behavioral health treatment under TRICARE for children and adults with developmental disabilities, and for other purposes; to the Committee on Armed Services.

By Mr. SMITH of New Jersey (for himself, Mr. DOYLE, Mrs. MCMORRIS RODGERS, Mr. VAN HOLLEN, Mr. SESSIONS, Mr. WOLF, Mr. STIVERS, Mr. MEEHAN, Mr. MORAN, Mrs. BLACKBURN, Mr. MILLER of Florida, Mrs. WALORSKI, Mr. LARSON of Connecticut, Ms. JACKSON LEE, Mr. HARPER, Mr. LANCE, Mr. MEADOWS, Mr. MARINO, Mr. DEUTCH, Mr. ROONEY, Mr. POMPEO, Mr. ADERHOLT, Mr. BACHUS, Mr. GIBSON, Mrs. MILLER of Michigan, Mr. YOUNG of Alaska, Mr. KING of New York, Ms. SHEA-PORTER, Ms. DELAURO, Mr. MURPHY of Pennsylvania, Mr. FITZPATRICK, Mr. TERRY, Mr. KELLY of Pennsylvania, Mr. YODER, and Mr. MATHESON):

H.R. 4631. A bill to reauthorize certain provisions of the Public Health Service Act relating to autism, and for other purposes; to the Committee on Energy and Commerce.

By Mr. GOSAR (for himself, Mr. JONES, Mr. RUIZ, and Mr. BARROW of Georgia):

H.R. 4632. A bill to prohibit the use of funds provided for the official travel expenses of Members of Congress and other officers and employees of the legislative branch for airline accommodations which are not coach-class accommodations, and for other purposes; to the Committee on House Administration.

By Mr. GRIFFITH of Virginia:

H.R. 4633. A bill to amend title XXVII of the Public Health Service Act to require certain health insurance premium increase information submitted to the Secretary of Health and Human Services be disclosed to Congress; to the Committee on Energy and Commerce.

By Mr. REICHERT (for himself and Mr. PASCRELL):

H.R. 4634. A bill to amend the Internal Revenue Code of 1986 to allow Federal law enforcement officers and firefighters to make penalty-free withdrawals from governmental plans after age 50; to the Committee on Ways and Means.

By Mr. ADERHOLT:

H.R. 4635. A bill to amend the Communications Act of 1934 to provide for greater access to in-State television broadcast programming, and for other purposes; to the Committee on Energy and Commerce, and in addition to the Committee on the Judiciary, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Ms. BASS (for herself, Mr. MCDERMOTT, Mr. MARINO, Ms. SLAUGHTER, and Mrs. BACHMANN):

H.R. 4636. A bill to amend the Child Abuse Prevention and Treatment Act to allow State child protective services systems better to serve the needs of children who are victims of trafficking, and for other purposes; to the Committee on Education and the Workforce.

By Ms. BONAMICI:

H.R. 4637. A bill to require the sunset of certain Federal Government reporting requirements to Congress, and for other purposes; to the Committee on Oversight and Government Reform.

By Mr. CLEAVER (for himself, Mr. GRAVES of Missouri, Ms. NORTON, Mr. LONG, Mr. CLAY, Mr. LUETKEMEYER, Mr. SMITH of Missouri, Mrs. WAGNER, Mr. HUFFMAN, Mrs. HARTZLER, and Mr. YODER):

H.R. 4638. A bill to designate Union Station in Washington, DC, as the ''Harry S. Truman Union Station''; to the Committee on Transportation and Infrastructure.

By Mr. COHEN:

H.R. 4639. A bill to authorize funding for the creation and implementation of infant mortality pilot programs in standard metropolitan statistical areas with high rates of infant mortality, and for other purposes; to the Committee on Energy and Commerce.

By Mr. ENGEL (for himself, Mr. SALMON, Mr. SIRES, Ms. ROS-LEHTINEN, and Mr. O'ROURKE):

H.R. 4640. A bill to establish the Western Hemisphere Drug Policy Commission; to the Committee on Foreign Affairs.

By Mr. HIGGINS (for himself, Mr. GIBSON, Mr. TONKO, Mr. MAFFEI, Ms. SLAUGHTER, Mrs. MCCARTHY of New York, Mr. NADLER, Mr. RANGEL, Mr. KING of New York, Ms. MENG, Mr. OWENS, Mrs. CAROLYN B. MALONEY of New York, Mr. SEAN PATRICK MALONEY of New York, Mr. REED, Mr. ENGEL, Mr. CROWLEY, Mr. SERRANO, Mr. COLLINS of New York, Mr. GRIMM, Mr. BISHOP of New York, and Mr. JEFFRIES):

H.R. 4641. A bill to reauthorize the Erie Canalway National Heritage Corridor Act; to the Committee on Natural Resources.

By Mr. ISRAEL:

H.R. 4642. A bill to require all recreational vessels to have and post passenger capacity limits, to amend title 46, United States Code, to authorize States to enter into contracts for the provision of boating safety education services under State recreational boating safety programs, and for other purposes; to the Committee on Transportation and Infrastructure, and in addition to the Committees on Ways and Means, and Natural Resources, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. LARSEN of Washington (for himself, Ms. NORTON, Ms. TSONGAS, Ms. DELBENE, Mr. PIERLUISI, Mr. HECK of Washington, Mr. CARSON of Indiana, Mr. ENYART, Mr. WELCH, and Mr. MORAN):

H.R. 4643. A bill to amend the Truth in Lending Act to establish requirements for releasing a cosigner from obligations of a private education loan, for the treatment of the loan upon the death or bankruptcy of a cosigner of the loan, and for other purposes; to the Committee on Financial Services.

By Mr. LIPINSKI (for himself, Mr. NOLAN, Mr. PETERSON, Ms. MCCOLLUM, Mr. KLINE, Mr. ELLISON, Mrs. BACHMANN, Mr. WALZ, Mr. PAULSEN, Mr. NADLER, Mr. CAPUANO, Mr. DUNCAN of Tennessee, Ms. NORTON, Mr. DEFAZIO, Mr. RAHALL, Mr. CUMMINGS, Ms. EDDIE BERNICE JOHNSON of Texas, Mr. MICHAUD, Mr. COHEN, and Mr. SIRES):

H.R. 4644. A bill to designate the buildings occupied by the Department of Transportation located at 1200 New Jersey Avenue, Southeast, in the District of Columbia as the ''James L. Oberstar United States Department of Transportation Building Complex''; to the Committee on Transportation and Infrastructure.

By Ms. LOFGREN (for herself, Mr. MASSIE, Ms. ESHOO, and Mr. WOODALL):

H.R. 4645. A bill to authorize any office of the Federal Government which owns or operates a parking area for the use of its employees to install, construct, operate, and maintain a battery recharging station in the area, and for other purposes; to the Committee on Oversight and Government Reform.

By Mr. MURPHY of Florida (for himself, Mr. MULVANEY, Mr. SCHRADER, Mr. BARR, Mr. RUIZ, Mr. COFFMAN, Mr. BARROW of Georgia, Mr. FITZPATRICK, Mr. DELANEY, Mr. JOYCE, Mr. KILMER, Mrs. BLACK, Mr. MATHESON, Mr. LANCE, Mr. KIND, Mr. MEADOWS, Mr. COSTA, Mr. RODNEY DAVIS of Illinois, Mr. ENYART, and Mr. RIBBLE):

H.R. 4646. A bill to establish an independent advisory committee to review certain regulations, and for other purposes; to the Committee on Oversight and Government Reform, and in addition to the Committee on Rules, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. PAULSEN (for himself, Mr. SCHOCK, and Mr. KIND):

H.R. 4647. A bill to amend the Internal Revenue Code of 1986 to increase the alternative tax liability limitation for small property and casualty insurance companies; to the Committee on Ways and Means.

By Mr. RUIZ (for himself, Mr. SWALWELL of California, Mr. LOEBSACK, Mrs. NAPOLITANO, Mrs. NEGRETE MCLEOD, Mr. HUFFMAN, Mr. CÁRDENAS, Mrs. CHRISTENSEN, Mr. RYAN of Ohio, Ms. ROYBAL-ALLARD, Ms. LOFGREN, Ms. HAHN, Mr. SIRES, Mr. HASTINGS of Florida, Ms. LEE of California, Mr. PASTOR of Arizona, Mr. GENE GREEN of Texas, Mr. CASTRO of Texas, Mr. GUTIÉRREZ, Mr. HONDA, Mrs. BUSTOS, Mr. AL GREEN of Texas, Mr. GARAMENDI, Mr. HORSFORD, Mrs. CAPPS, and Ms. MATSUI):

H.R. 4648. A bill to provide for the establishment of a pilot program to train individuals for employment in the renewable energy and energy efficiency industries; to the Committee on Education and the Workforce.

By Mr. SALMON:

H.R. 4649. A bill to prohibit funding to the Voice of America; to the Committee on Foreign Affairs.

By Mr. STOCKMAN:

H.R. 4650. A bill to amend the International Religious Freedom Act of 1998 to include several additions to the many forms of violations of the right to religious freedom; to the Committee on Foreign Affairs.

By Mr. STOCKMAN:

H.R. 4651. A bill to designate the facility of the United States Postal Service located at 601 West Baker Road in Baytown, Texas as the ''Specialist Keith Erin Grace Jr. Memorial Post Office''; to the Committee on Oversight and Government Reform.

By Mr. TIERNEY (for himself, Mr. CICILLINE, Ms. DELAURO, Mr. LARSEN of Washington, Mr. LOEBSACK, Mr. MCGOVERN, Ms. NORTON, Mr. RANGEL, Mr. SARBANES, Ms. SCHAKOWSKY, Mr. TONKO, Ms. TSONGAS, Mr. CAPUANO, Mr. PAYNE, Mr. CÁRDENAS, Mr. COURTNEY, Ms. DUCKWORTH, Mr. HASTINGS of Florida, Mr. LOWENTHAL, Mr. MICHAUD, Mr. OWENS, Mr. POCAN, Ms. SHEA-PORTER, and Mr. LEWIS):

H.R. 4652. A bill to increase lending to small businesses; to the Committee on Small Business.

By Mr. WOLF:

H.R. 4653. A bill to reauthorize the United States Commission on International Religious Freedom, and for other purposes; to the Committee on Foreign Affairs.

By Mr. YODER:

H.R. 4654. A bill to delay implementation of the Mercury and Air Toxics Standards, and for other purposes; to the Committee on Energy and Commerce.

By Mr. YODER:

H.R. 4655. A bill to amend the Unfunded Mandates Reform Act of 1995 to provide for regulatory impact analyses for certain rules, consideration of the least burdensome regulatory alternative, and for other purposes; to the Committee on Oversight and Government Reform, and in addition to the Committees on the Judiciary, Rules, and the Budget, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. YARMUTH (for himself and Mr. BARR):

H. Res. 579. A resolution recognizing the 50th anniversary of the Congressional declaration of bourbon whiskey as a distinctive product of the United States; to the Committee on Ways and Means.

By Ms. HAHN:

H. Res. 580. A resolution recognizing the need for Compton Community College to receive an expedited accreditation process; to the Committee on Education and the Workforce.

By Ms. HAHN:

H. Res. 581. A resolution recognizing the 125th anniversary of the City Of Compton; to the Committee on Oversight and Government Reform.

By Mr. VARGAS (for himself, Mr. LOWENTHAL, Ms. BASS, Ms. MENG, Mr. MEEKS, and Ms. GABBARD):

H. Res. 582. A resolution supporting ''United States Foreign Service Day'' in recognition of the men and women who have served, or are presently serving, in the Foreign Service of the United States, and to honor those in the Foreign Service who have given their lives in the line of duty; to the Committee on Foreign Affairs.

MEMORIALS

Under clause 3 of rule XII, memorials were presented and referred as follows:

201. The SPEAKER presented a memorial of the Senate of the State of Louisiana, relative to Senate Resolution No. 18 memorializing the Congress to reauthorize the Terrorism Risk Insurance Program; to the Committee on Financial Services.

202. Also, a memorial of the House of Representatives of the State of Louisiana, relative to House Resolution No. 42 memorializing the Congress to reauthorize the Terrorism Risk Insurance Program; to the Committee on Financial Services.

203. Also, a memorial of the Senate of the State of Louisiana, relative to Senate Concurrent Resolution No. 52 recognizing May 2014 as Amyotrophic Lateral Sclerosis Awareness Month; to the Committee on Energy and Commerce.

204. Also, a memorial of the Legislature of the State of Virgin Islands, relative to Resolution No. 1809 urging the Congress to adopt H.R. 91; to the Committee on Ways and Means.

CONSTITUTIONAL AUTHORITY STATEMENT

Pursuant to clause 7 of rule XII of the Rules of the House of Representatives, the following statements are submitted regarding the specific powers granted to Congress in the Constitution to enact the accompanying bill or joint resolution.

By Mr. POCAN:

H.R. 4622.

Congress has the power to enact this legislation pursuant to the following:

The Congress shall have Power . . . To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes.

By Mr. MORAN:

H.R. 4623.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 18

By Mr. CARTWRIGHT:

H.R. 4624.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, clause 3: To regulate commerce with foreign nations, and among the several states, and with the Indian tribes;

By Mr. HALL:

H.R. 4625.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 3 of the United States Constitution.

By Mrs. CAPITO:

H.R. 4626.

Congress has the power to enact this legislation pursuant to the following:

Article I Section 1: All legislative Powers herein granted shall be vested in a Congress of the United States

By Mr. POSEY:

H.R. 4627.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 3 of the Constitution of the United States:

The Congress shall have power to regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes.

Article I, Section 8, Clause 18 of the Constitution of the United States

The Congress shall have Power to make all Laws which shall be necessary and proper for carrying into Execution the forgoing Powers, and all other Powers vested by this Constitution in the Government of the United States or in any Department or Officer thereof.

By Ms. DUCKWORTH:

H.R. 4628.

Congress has the power to enact this legislation pursuant to the following:

''The constitutional authority of Congress to enact this legislation is provided by Article I, section 8 of the United States Constitution (clauses 12, 13, 14, 16, and 18), which grants Congress the power to raise and support an Army; to provide and maintain a Navy; to make rules for the government and regulation of the land and naval forces; to provide for organizing, arming, and disciplining the militia; and to make all laws necessary and proper for carrying out the foregoing powers.''

By Ms. DELBENE:

H.R. 4629.

Congress has the power to enact this legislation pursuant to the following:

Article 1, Section 8 of the United States Constitution.

By Mr. LARSON of Connecticut:

H.R. 4630.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 14

To make Rules for the Government and Regulation of the land and naval Forces.

By Mr. SMITH of New Jersey:

H.R. 4631.

Congress has the power to enact this legislation pursuant to the following:

Congress has the power to enact this legislation pursuant to:

Article I, Section 8, Clause 1 of the Constitution.

By Mr. GOSAR:

H.R. 4632.

Congress has the power to enact this legislation pursuant to the following:

This legislation is constitutionally appropriate pursuant to Article I, Section 8, Clause 8 (the Spending Clause).

The Supreme Court, in South Dakota v. Dole (1987), reasoned that conditions and limitations on funds were constitutional and within the power of Congress under the Spending Clause.

Thus, conditioning the use of federal funds in order to direct appropriate spending goals and purposes are constitutionally permissible. As the spending is national in scope and pertains to all employees in the Legislative Branch, and the conditions are clear, the limitation is constitutional.

By Mr. GRIFFITH of Virginia:

H.R. 4633.

Congress has the power to enact this legislation pursuant to the following:

This bill is enacted pursuant to the power granted to Congress under Article I, Section 8 of the United States Constitution.

By Mr. REICHERT:
H.R. 4634.
Congress has the power to enact this legislation pursuant to the following:
Pursuant to Clause 1 of Section 8 of Article I of the United States Constitution and Amendment XVI of the United States Constitution
By Mr. ADERHOLT:
H.R. 4635.
Congress has the power to enact this legislation pursuant to the following:
Art. I, § 8, Clause 3
By Ms. BASS:
H.R. 4636.
Congress has the power to enact this legislation pursuant to the following:
This bill is enacted pursuant to the power granted to Congress under Article 1, Section 1.
Article. I.
Section 1.
All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.
By Ms. BONAMICI:
H.R. 4637.
Congress has the power to enact this legislation pursuant to the following:
Art I, Sec. 1
By Mr. CLEAVER:
H.R. 4638.
Congress has the power to enact this legislation pursuant to the following:
The constitutional authority of Congress to enact this legislation is provided by Article I, section 8, Clause 18 of the United States Constitution.
By Mr. COHEN:
H.R. 4639.
Congress has the power to enact this legislation pursuant to the following:
Article 1, Section 8 of the United States Constitution
By Mr. ENGEL:
H.R. 4640.
Congress has the power to enact this legislation pursuant to the following:
Section 8 of Article I of the Constitution
By Mr. HIGGINS:
H.R. 4641.
Congress has the power to enact this legislation pursuant to the following:
Article I, Section 8, Clause 18
By Mr. ISRAEL:
H.R. 4642.
Congress has the power to enact this legislation pursuant to the following:
This bill is enacted pursuant to the powers granted to the Congress by Article I, Section 8, and Article I, Section 9 of the United States Constitution.
By Mr. LARSEN of Washington:
H.R. 4643.
Congress has the power to enact this legislation pursuant to the following:
As described in Article 1, Section 1 ''all legislative powers herein granted shall be vested in a Congress.''
By Mr. LIPINSKI:
H.R. 4644.
Congress has the power to enact this legislation pursuant to the following:
Clause 2 of Section 3 of Article IV of the Constitution:
The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States;
By Ms. LOFGREN:
H.R. 4645.
Congress has the power to enact this legislation pursuant to the following:
Article I, section 8 of the Constitution of the United States.
By Mr. MURPHY of Florida:
H.R. 4646.
Congress has the power to enact this legislation pursuant to the following:
This bill is enacted pursuant to Article 1 Section 8 Clause 3 of the United States Constitution, which states that the Congress shall have Power To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes.
By Mr. PAULSEN:
H.R. 4647.
Congress has the power to enact this legislation pursuant to the following:
Article I, Section 8 of the U.S. Constitution
By Mr. RUIZ:
H.R. 4648.
Congress has the power to enact this legislation pursuant to the following:
clause 18 of section 8 of article I of the Constitution
By Mr. SALMON:
H.R. 4649.
Congress has the power to enact this legislation pursuant to the following:
Article I, Section 9, Clause 7—''No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.''
By Mr. STOCKMAN:
H.R. 4650.
Congress has the power to enact this legislation pursuant to the following:
Article 1. Section 8. Clause 10.
''[The Congress shall have Power] To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations.''
By Mr. STOCKMAN:
H.R. 4651.
Congress has the power to enact this legislation pursuant to the following:
Article I, Section 8
''The Congress shall have Power . . . To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.''
By Mr. TIERNEY:
H.R. 4652.
Congress has the power to enact this legislation pursuant to the following:
Article 1, Section 8.
By Mr. WOLF:
H.R. 4653.
Congress has the power to enact this legislation pursuant to the following:
The constitutional authority on which this bill rests is Article I, Section 8 of the United States Constitution.
By Mr. YODER:
H.R. 4654.
Congress has the power to enact this legislation pursuant to the following:
This bill is enacted pursuant to the power granted Congress under Article I of the United States Constitution, including: the power granted Congress under Article I, Section 8, Clause 18, of the United States Constitution, and the power granted to the House of Representatives specifically Clause 3.
By Mr. YODER:
H.R. 4655.
Congress has the power to enact this legislation pursuant to the following:
This bill is enacted pursuant to the power granted Congress under Article I of the United States Constitution, including: the power granted Congress under Article I, Section 8, Clause 18, of the United States Constitution, and the power granted to the House of Representatives specifically Clause 3.

ADDITIONAL SPONSORS

Under clause 7 of rule XII, sponsors were added to public bills and resolutions, as follows:

H.R. 32: Ms. LINDA T. SÁNCHEZ of California.
H.R. 164: Ms. ROYBAL-ALLARD.
H.R. 270: Mr. MICHAUD, Mr. WAXMAN, and Mr. COHEN.
H.R. 411: Mrs. LOWEY and Mr. WALZ.
H.R. 460: Mr. VAN HOLLEN, Ms. MENG, Mr. CARSON of Indiana, Ms. KELLY of Illinois, and Mr. SWALWELL of California.
H.R. 494: Mr. ADERHOLT and Mr. MEEHAN.
H.R. 543: Mr. DEUTCH.
H.R. 610: Mr. SEAN PATRICK MALONEY of New York.
H.R. 628: Ms. MATSUI and Mr. DELANEY.
H.R. 897: Mr. RAHALL and Mr. ENYART.
H.R. 920: Mr. COLE and Ms. JENKINS.
H.R. 942: Mr. RAHALL, Mr. KELLY of Pennsylvania, Mr. COLE, Mr. HULTGREN, Mrs. LUMMIS, Mr. MEADOWS, Mr. RIGELL, Mr. POLIS, Mr. LONG, Mr. HIGGINS, and Mr. QUIGLEY.
H.R. 954: Ms. HAHN.
H.R. 1029: Ms. DELBENE.
H.R. 1070: Mrs. BACHMANN.
H.R. 1090: Mr. LARSEN of Washington.
H.R. 1106: Mr. MURPHY of Florida.
H.R. 1180: Mr. KIND and Ms. VELÁZQUEZ.
H.R. 1250: Mr. SCHNEIDER.
H.R. 1252: Mr. MCKINLEY, Mr. COBLE, Mr. DAVID SCOTT of Georgia, Mr. GOODLATTE, Ms. MOORE, and Mrs. BEATTY.
H.R. 1333: Mr. RUSH.
H.R. 1354: Mr. DUNCAN of South Carolina.
H.R. 1416: Mr. JEFFRIES and Mr. BISHOP of Georgia.
H.R. 1441: Ms. MCCOLLUM.
H.R. 1507: Ms. SINEMA.
H.R. 1518: Mr. BARBER and Mr. JEFFRIES.
H.R. 1527: Ms. MENG.
H.R. 1563: Mr. GRIJALVA.
H.R. 1620: Mr. FORBES.
H.R. 1725: Mr. MCDERMOTT.
H.R. 1750: Mr. WALZ, Ms. HERRERA BEUTLER, and Mr. GALLEGO.
H.R. 1783: Mr. TAKANO.
H.R. 1801: Mr. SWALWELL of California.
H.R. 1812: Mr. COLE.
H.R. 1827: Ms. NORTON.
H.R. 1830: Mr. SHERMAN, Mr. CLEAVER, Mr. POE of Texas, Mr. JEFFRIES, Mr. LANCE, Mr. AMODEI, and Ms. KELLY of Illinois.
H.R. 1838: Mr. KILMER.
H.R. 1852: Mr. PETERS of Michigan.
H.R. 1920: Mrs. CAPPS and Mr. MCNERNEY.
H.R. 1998: Mr. MCNERNEY.
H.R. 2028: Ms. TITUS, Mr. LOEBSACK, and Ms. HANABUSA.
H.R. 2041: Ms. KUSTER.
H.R. 2093: Mr. COTTON.
H.R. 2144: Mr. ELLISON and Mr. ISRAEL.
H.R. 2313: Ms. TSONGAS.
H.R. 2415: Mr. GERLACH.
H.R. 2482: Mr. THOMPSON of California.
H.R. 2536: Mr. TAKANO.
H.R. 2540: Mrs. KIRKPATRICK.
H.R. 2543: Mr. JEFFRIES and Ms. ESTY.
H.R. 2607: Mr. ELLISON, Ms. NORTON, and Mrs. DAVIS of California.
H.R. 2619: Mr. CARSON of Indiana and Mr. BISHOP of New York.
H.R. 2663: Ms. BONAMICI and Mr. BERA of California.
H.R. 2690: Mr. LEWIS.
H.R. 2706: Mr. BRALEY of Iowa.
H.R. 2737: Mr. COHEN.
H.R. 2807: Mr. COBLE.
H.R. 2841: Mr. JOHNSON of Ohio.
H.R. 2878: Mr. HINOJOSA.
H.R. 2901: Ms. CLARK of Massachusetts and Mrs. WALORSKI.
H.R. 2906: Mr. HUNTER.
H.R. 2921: Mr. COURTNEY.
H.R. 2939: Mr. MARINO.

H.R. 2955: Mr. ELLISON.
H.R. 2957: Mr. DAVID SCOTT of Georgia and Mr. RUPPERSBERGER.
H.R. 2994: Mr. PASCRELL and Mr. JOLLY.
H.R. 3040: Mr. POCAN and Ms. MICHELLE LUJAN GRISHAM of New Mexico.
H.R. 3086: Mr. WALBERG, Mr. ROYCE, Mr. BARTON, Mr. KIND, and Mr. WOMACK.
H.R. 3112: Mr. FORBES.
H.R. 3116: Mr. LUETKEMEYER, Ms. ESHOO, Ms. SHEA-PORTER, and Mr. MAFFEI.
H.R. 3242: Mr. MCINTYRE.
H.R. 3301: Mr. BILIRAKIS.
H.R. 3344: Mr. KILMER.
H.R. 3361: Mr. GOODLATTE.
H.R. 3367: Mr. LAMALFA, Mr. COTTON, Mr. CRAMER, Mr. MULVANEY, Mr. WILSON of South Carolina, Mr. TIPTON, Mr. MILLER of Florida, Mr. RICE of South Carolina, and Mr. WILLIAMS.
H.R. 3369: Mr. YOUNG of Alaska and Mr. PERLMUTTER.
H.R. 3383: Mr. KEATING.
H.R. 3395: Mr. YARMUTH and Ms. HANABUSA.
H.R. 3413: Mr. COFFMAN.
H.R. 3494: Mr. MCNERNEY.
H.R. 3505: Mr. YOUNG of Alaska.
H.R. 3530: Ms. WILSON of Florida, Mr. KILMER, and Mr. GOSAR.
H.R. 3544: Mr. HUNTER.
H.R. 3610: Mr. KILMER and Mr. GOSAR.
H.R. 3665: Mr. CAPUANO.
H.R. 3694: Mr. GEORGE MILLER of California.
H.R. 3714: Ms. ESHOO.
H.R. 3717: Mr. SMITH of New Jersey.
H.R. 3722: Mr. VARGAS, Mr. AMODEI, and Mr. HUFFMAN.
H.R. 3723: Mr. ROSS and Mr. LIPINSKI.
H.R. 3740: Ms. DELBENE.
H.R. 3776: Mr. GRIFFIN of Arkansas.
H.R. 3854: Mr. VALADAO.
H.R. 3905: Mr. JOHNSON of Ohio.
H.R. 3930: Ms. BONAMICI, Mr. LABRADOR, and Ms. FRANKEL of Florida
H.R. 3976: Ms. BROWNLEY of California.
H.R. 3989: Mr. LUCAS and Mr. BILIRAKIS.
H.R. 4031: Mr. COLLINS of Georgia and Mr. GRAVES of Missouri.
H.R. 4056: Mr. JOHNSON of Ohio.
H.R. 4060: Mr. HURT, Mr. RENACCI, Mr. ROSS, Mr. VEASEY, and Mr. SCHOCK.
H.R. 4065: Mrs. CAROLYN B. MALONEY of New York.
H.R. 4079: Mr. CÁRDENAS and Ms. ROYBAL-ALLARD.
H.R. 4080: Mr. BLUMENAUER, Mr. HONDA, Ms. JACKSON LEE, Mr. SHIMKUS, Mr. COHEN, Mr. CÁRDENAS, and Mr. RUIZ.
H.R. 4084: Mr. TAKANO and Mr. COURTNEY.
H.R. 4158: Mr. SCHWEIKERT, Mr. CHABOT, Mr. CRENSHAW, and Mr. FORBES.
H.R. 4166: Mr. GRIJALVA, Mr. CAMPBELL, Mr. WOMACK, Mr. SMITH of Washington, Mr. PRICE of North Carolina, Ms. SINEMA, Mr. DELANEY, Ms. BONAMICI, Mr. Pollis, Mr. LARSEN of Washington, and Mr. LANGEVIN.
H.R. 4188: Mr. MICHAUD, Mr. SCHOCK, Mr. COSTA and Mrs. BLACK.
H.R. 4190: Mr. OWENS, Mr. SCHNEIDER, and Ms. KELLY of Illinois.
H.R. 4208: Mr. AMODEI.
H.R. 4250: Mr. PERLMUTTER.
H.R. 4265: Mr. GRIJALVA and Mrs. KIRKPATRICK.
H.R. 4290: Mr. MCGOVERN.
H.R. 4305: Mrs. LOWEY, Mr. COLLINS of Georgia, and Ms. KELLY of Illinois.
H.R. 4315: Mr. POMPEO and Mr. TIBERI.
H.R. 4342: Mr. WENSTRUP.
H.R. 4351: Ms. FRANKEL of Florida, Mr. WALDEN and Mr. LIPINSKI.
H.R. 4385: Mr. POLIS, Mr. LOEBSACK, and Ms. DUCKWORTH.
H.R. 4399: Mr. COHEN.
H.R. 4426: Mr. HUFFMAN.
H.R. 4427: Mr. DEFAZIO.
H.R. 4433: Mr. ENYART.
H.R. 4437: Mr. BARTON.
H.R. 4450: Mr. MORAN and Mr. COURTNEY.
H.R. 4460: Ms. GABBARD.
H.R. 4475: Mr. CALVERT.
H.R. 4489: Mr. LAMBORN.
H.R. 4502: Mr. LONG.
H.R. 4521: Mr. GARY G. MILLER of California, Mr. STIVERS, and Mr. BACHUS.
H.R. 4522: Mr. SCOTT of Virginia.
H.R. 4541: Ms. BROWNLEY of California.
H.R. 4573: Ms. ROS-LEHTINEN, Mr. POE of Texas, Mrs. WAGNER, and Mr. SIRES.
H.R. 4577: Mr. MASSIE.
H.R. 4578: Ms. SPEIER.
H.R. 4587: Mr. SMITH of New Jersey, Mr. ROHRABACHER, Mr. DUNCAN of South Carolina, and Mr. POE of Texas.
H.R. 4590: Mr. GOHMERT.
H.R. 4615: Mr. PETERS of Michigan and Mr. AMODEI.
H.R. 4618: Mr. JOHNSON of Georgia and Mr. ENYART.
H.R. 4619: Mr. KELLY of Pennsylvania and Mr. YOUNG of Indiana.
H. J. Res. 113: Mr. SCHNEIDER.
H. Res. 412: Mrs. CAPITO and Mr. MCDERMOTT.
H. Res. 440: Mr. POCAN, Mr. MEEKS, and Mr. QUIGLEY.
H. Res. 489: Mr. KING of New York, Mrs. HARTZLER, and Mr. CARTWRIGHT.
H. Res. 525: Mr. LEVIN, Mr. MCNERNEY, and Mrs. DAVIS of California.
H. Res. 532: Mr. SARBANES, Mr. MCGOVERN, and Mr. HONDA.
H. Res. 556: Ms. LOFGREN.
H. Res. 561: Mr. TERRY, Mr. GRAYSON, Ms. MCCOLLUM, Ms. WASSERMAN SCHULTZ, Ms. FUDGE, and Ms. SLAUGHTER.
H. Res. 562: Mr. FRANKS of Arizona, Mr. ROTHFUS, Mr. POE of Texas, Mr. NOLAN, Mr. GENE GREEN of Texas, Mrs. DAVIS of California, Mr. LEWIS, Mr. CONNOLLY, Mr. GARAMENDI, Mr. KILDEE, Mrs. LOWEY, Mr. PERLMUTTER, and Mr. DEUTCH.
H. Res. 564: Ms. NORTON, Mr. VELA, and Ms. BASS.
H. Res. 570: Ms. LEE of California, Mr. RANGEL, and Mr. BISHOP of Georgia.
H. Res. 571: Mr. SCHOCK.
H. Res. 573: Mr. PETERS of California, Ms. CHU, Mr. POE of Texas, Mr. FALEOMAVAEGA, Mr. SCHNEIDER, Ms. GABBARD, Mr. JOHNSON of Ohio, Mr. DUFFY, Ms. CLARK of Massachusetts, Mr. ENYART, Ms. SINEMA, Mr. GRIFFIN of Arkansas, and Mr. WELCH.
H. Res. 577: Mr. ADERHOLT, Ms. DELBENE, and Mr. GENE GREEN of Texas.
H. Res. 578: Mr. PETERS of Michigan, Mr. CARSON of Indiana, Mrs. MILLER of Michigan, Ms. MENG, Mr. BISHOP of Georgia, Mr. STIVERS, Ms. HANABUSA, Mr. HINOJOSA, Mr. GALLEGO, Mrs. NEGRETE MCLEOD, and Ms. MCCOLLUM.

DELETIONS OF SPONSORS FROM PUBLIC BILLS AND RESOLUTIONS

Under clause 7 of rule XII, sponsors were deleted from public bills and resolutions, as follows:

H.R. 4615: Mr. PETERS of California.

PETITIONS, ETC.

Under clause 3 of rule XII,

80. The SPEAKER presented a petition of the City of Santa Ana, California, relative to Resolution No. 2014-012 expressing support for comprehensive federal immigration reform; which was referred to the Committee on the Judiciary.