

and there continue to be individuals and groups who would use our voting system to deliberately minimize the rights of minority voters. Congress should act to revitalize the Voting Rights Act.

Protecting the right to vote also extends to restoring the rights of nearly 4 million Americans across the country who have been released from prison but barred from the voting booth, often for life. I have been leading the fight for the Democracy Restoration Act, which would restore voting rights to individuals after they have served their time and have been released from incarceration.

If we truly want to break the cycle of recidivism, we need to reintegrate former prisoners back into society. When prisoners are released, they are expected to obey the law, get a job, and pay taxes as they are rehabilitated and reintegrated into their community. With these responsibilities and obligations of citizenship should also come the rights of citizenship, including the right to vote.

The current patchwork of State laws results in the lack of a uniform standard for eligibility to vote in Federal elections.

I believe that Congress should take strong action now to remedy this problem and enact a nationwide standard for restoration of voting rights. That is why I have introduced the Democracy Restoration Act.

As we commemorate the 50th anniversary of Bloody Sunday, let us continue the march for justice for all Americans. I urge Congress to address the issues of voting rights and racial profiling during this session.

CENTENNIAL OF THE UNITED STATES NAVY RESERVE

Mr. MURPHY. Mr. President, yesterday marked the centennial of the U.S. Navy Reserve, an indispensable and valuable part of our Armed Forces. The Navy Reserve was established as the Naval Reserve on March 3, 1915, and since then sailors have served in every conflict from World War I to the present. In addition, five U.S. Presidents: John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Gerald Ford, and George H.W. Bush have all served honorably in the Navy Reserve.

Today, we have more than 2,000 Navy Reserve sailors deployed around the world and our country is extremely grateful for the contributions and sacrifices that these sailors have made and continue to make to the history of the United States.

LIEUTENANT MICHAEL GRABOWSKI

One of those sailors I would like to talk about today is LT Michael Grabowski from Norwalk, CT. Lieutenant Grabowski is a perfect example of the student-citizen-soldier who wears two uniforms, one protecting the people of my State and the other honorably protecting our soldiers overseas. As a civilian, Lieutenant Grabowski

serves in the Connecticut State Police and is one of six servicemembers of the Connecticut State Police currently mobilized by our Armed Forces. In addition, he is a first-year law student at Quinnipiac University. Michael is currently mobilized to Qatar supporting Operation Enduring Freedom as a master of arms in the Navy. Michael is a fine example of the courage and sacrifice that citizens of Connecticut and all across the country have made to protect our freedoms.

Today we celebrate Michael and every sailor and their families' commitment and service; and encourage all Americans to seize the opportunity to honor and support these brave men and women.

ASSOCIATION OF PRIVATE SECTOR COLLEGES AND UNIVERSITIES

Mr. ALEXANDER. Mr. President, I ask unanimous consent to have printed in the RECORD a copy of my remarks to the Association of Private Sector Colleges and Universities.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

ASSOCIATION OF PRIVATE SECTOR COLLEGES AND UNIVERSITIES

Our nation is home to the world's greatest system of colleges and universities. From the beginning, federal policy has been to give grants and loans to students and let them choose from among all types of institutions—public four-year universities, community colleges, for-profit colleges, and private non-profits.

For example, students can study automobile technology at Nashville's auto diesel school or forensic psychology at Argosy University or computer information systems at DeVry University.

Student choice and competition are the drivers of American higher education's success. And an important participant in American higher education has always been our for-profit colleges and universities.

The students served by for-profit colleges underscore their importance. Nearly 2,100 institutions educate 3.3 million students representing, approximately 12 percent of all college enrollments, 1.8 million Pell students and 1.9 million federal loan borrowers. More than half of enrollments are students of color. Fifty percent of students are juggling school with children. More than a third of these students are working full-time while going to school. For-profits accounted for 44 percent of certificates, 20 percent of two-year associate's degrees and 7 percent of bachelor's degrees granted in the United States in 2012.

The President along with many governors and state legislatures are setting goals to increase the number of citizens with college degrees or certificates. Governor Haslam in Tennessee has an ambitious goal called Drive to 55, to see 55 percent of Tennesseans with degrees or certificates by 2025. The president has called for America to have the highest proportion of college graduates in the world by 2020.

The only way to achieve these goals is to include all sectors of higher education, including for-profit colleges and universities. Yet this administration has taken aim at the for-profit sector, and has created regulations specifically targeting your colleges and universities.

My view is that our policies should equally apply to all institutions of higher education, no matter the sector. There are bad apples in the for-profit sector—but there are bad apples in every sector of higher education.

So let me begin to describe my priorities for all sectors of higher education, which includes your colleges and universities:

- 1) Make it easier for students to go to college (FAST Act)
- 2) Make it simpler for colleges and universities to educate (Task Force on Regulation)
- 3) Make sure that accreditation ensures quality (Accreditation)
- 4) Make it harder to overborrow (FAST Act, Skin in the Game)
- 5) Make sure colleges are collecting useful data for students, families and policymakers (Consumer Data)

These are my priorities as we work over the next few months to reauthorize this law and ensure that 20 years from now, our colleges and universities still remain the best in the world in the quality of education they provide.

Number one, make it simpler for colleges and universities to educate. Today we have a government form so complicated and confusing that it discourages as many as 2 million Americans from attending college each year. This is the dreaded FAFSA—the Free Application for Federal Student Aid—which consists of 108 questions on topics ranging from your spouse's federal tax exemptions to the net worth of your parents' investment farms.

I have joined with a bipartisan group of senators to introduce legislation that would simplify the FAFSA form to just two questions—1) What was your household income two years ago? 2) What is your family size?

Four experts before our committee testified that these two questions would provide about 95 percent of all the information the federal government needs to determine award amounts.

It would also make the process, as much as the questions, less intimidating for parents. Because our bill would ask for household income from two years ago—as opposed to last year's income—it would restore sanity to the parents of applicants who are often being asked to provide the government with their income totals before they've even received their W-2s for the year.

One mentor with Governor Haslam's Tennessee Promise program, a woman named Cathy Hammon, says the form has a "chilling effect"—intimidating parents who may themselves never have attended college, and have no experience navigating the process. She says this: "It's the very youth we worry about the most that struggle with it."

The FAST Act would also restore year-round Pell availability. This gives students common-sense flexibility. According to a study by New America, under today's Pell schedule: "If a student attends a college that treats the summer as the start of the year, receives Pell Grants as a full-time student in that summer, and then attends full-time in the fall, she will not have enough aid to attend full-time in the spring." That doesn't make sense and it doesn't help students. So our proposal would let them use Pell all year.

Number two, make it simpler for colleges and universities to educate.

Over a year ago, Vanderbilt University hired the Boston Consulting Group to determine how much it costs the university to comply with federal rules and regulations. The answer: \$150 million, or 11 percent of the university's total non-hospital expenditures last year. Vanderbilt Chancellor Nick Zeppos says that this adds about \$11,000 in additional tuition per year for each of the university's 12,757 students.