Everyday the men and women of the Armed Services risk their lives to defend our country. After September 11th the burden upon the men and women in uniform has grown exponentially. As it is, many in the Armed Forces claim that their pay is low. The least that we could do would be to give those who serve our country some type of financial relief.

Back in 1991, the gratuity death payment was increased from $3,000 to $6,000, however the Tax Code was not adjusted to reflect the change. As a result only the first $3,000 is truly tax-free. House Resolution 5063 would change this so that all of the gratuity death payment money would be exempt from taxes.

Furthermore, this bill would protect armed services personnel who are transferred to take advantage of capital gains tax relief on any home sales. Currently, the law states that a person is not subject to capital gains tax on the first $250,000 when selling a home and $500,000 for a married couple. However, only people who live in their home for at least 2 out of the past 5 years can take advantage of exemption. Armed service men and women often are not able to satisfy the 5-year rule and therefore are not able to take advantage of this tax relief. House Resolution 5063 would address this by providing that even when men and women of the Armed Forces are transferred, it will put them in the same position as if they had been living at home while serving elsewhere.

Accordingly, I urge all of our colleagues to support H.R. 5063, the Armed Services Tax Fairness Act. This is simply the right and fair thing to do for all those in uniform who risk their lives everyday for our Nation.

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

The SPEAKER pro tempore (Mr. PETRI). The question is on the motion offered by the gentleman from New York (Mr. HOUGHTON) that the House suspend the rules and pass the bill, H.R. 5063.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

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

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

GENERAL LEAVE

Mr. HOUGHTON. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 5063.

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

There was no objection.

UNDERGRADUATE SCIENCE, MATHEMATICS, ENGINEERING, AND TECHNOLOGY EDUCATION IMPROVEMENT ACT

Mr. BOEHLERT. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3130) to provide for increasing the technically trained workforce in the United States, as amended.

The Clerk read as follows:

H.R. 3130

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 ''Undergraduate Science, Mathematics, Engineering, and Technology Education Improvement Act''.

SEC. 2. FINDINGS.

The Congress makes the following findings:

(1) Studies show that about half of all United States post-World War II economic growth is a direct result of technological innovation, and science, engineering, and technology play a central role in the creation of new goods and services, new jobs, and new capital.

(2) The growth in the number of jobs requiring technical skills is projected to be more than 50 percent over the next decade.

(3) A workforce that is highly trained in science, mathematics, engineering, and technology is crucial to generating the innovation that drives economic growth, yet females, who represent 50 percent of the United States population, make up only 19 percent of the science, engineering, and technology workforce.

(4) Outside of the biomedical sciences, the number of undergraduate degrees awarded in the science, mathematics, engineering, and technology disciplines has been flat or declining since 1987, despite rapid population growth and a significant increase in undergraduate enrollment over the same period.

(5) The demand for H–1B visas has increased over the past several years, suggesting that the United States is not training a sufficient number of scientists and engineers.

(6) International comparisons of 24-year olds have shown that the proportion of natural science and engineering degrees to the total of undergraduate degrees is lower in the United States than in Japan, South Korea, Taiwan, the United Kingdom, and Canada.

(7) Technological and scientific advancements hold significant potential for elevating the quality of life and the standard of living in the United States. The quality and quantity of such advancements are dependent on a technically trained workforce.

(8) Reversing the downward enrollment and graduation trends in a number of science and engineering disciplines is not only imperative to maintaining our Nation's prosperity, it is also important for our national security.

(9) The decline of student majors in science, mathematics, engineering, and technology is reportedly linked to poor teaching quality in these disciplines and lack of institutional commitment to undergraduate education as compared to research.

(10) Undergraduate science, mathematics, engineering, and technology faculty generally lack any formal preparation for their role as undergraduate educators. In addition, faculty members are generally not rewarded, and in some cases are penalized, for the time they devote to undergraduate education.

(11) Faculty experienced in working with undergraduate students report that undergraduate research experiences contribute significantly to a student's decision to stay in an undergraduate science, mathematics, engineering, or technology major and to continue their education through graduate studies.

SEC. 3. DEFINITIONS.

In this Act—

(1) the term ''academic unit'' means a department, division, institute, school, college, or other subcomponent of an institution of higher education;

(2) the term ''community college'' has the meaning given such term in section 7501(4) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7601(4));

(3) the term ''Director'' means the Director of the National Science Foundation;

(4) the term ''eligible nonprofit organization'' means a nonprofit organization with demonstrated experience delivering science, mathematics, engineering, or technology education, as determined by the Director;

(5) the term ''institution of higher education'' has the meaning given such term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)); and

(6) the term ''research-grade instrumentation'' means a single instrument or a networked system of instruments that enable publication-quality research to be performed by students or faculty.

SEC. 4. TECHNOLOGY TALENT.

(a) SHORT TITLE.—This section may be cited as the ''Technology Talent Act of 2002''.

(b) GRANT PROGRAM.—

(1) IN GENERAL.—The Director shall award grants, on a competitive, merit-reviewed basis, to institutions of higher education with physical or information science, mathematics, engineering, or technology programs, to consortia thereof, or to nonprofit entities that have established consortia among such institutions of higher education for the purpose of increasing the number and quality of students studying and receiving associate or baccalaureate degrees in the physical and information sciences, mathematics, engineering, and technology. Consortia established by such nonprofit entities may include participation by eligible nonprofit organizations, State or local governments, or private sector companies. An institution of higher education, including those participating in consortia, that is awarded a grant under this section shall be known as a ''National Science Foundation Science and Engineering Talent Expansion Center''.

(2) REQUIREMENTS.—

(A) NUMBER.—The Director shall award not fewer than 10 grants under this section each year, contingent upon available funds.

(B) DURATION.—Grants under this section shall be awarded for a period of 5 years, with the final 2 years of funding contingent on the Director's determination that satisfactory progress has been made by the grantee during the first 3 years of the grant period toward achieving the increases in the number of students proposed pursuant to subparagraph (E).

(C) PRINCIPAL INVESTIGATOR.—For each grant awarded under this section to an institution of higher education, at least 1 principal investigator must be in a position of administrative leadership at the institution of higher education, and at least 1 principal investigator must be a faculty member from an academic department included in the work of the project. For each grant awarded to a consortium or nonprofit entity, at each institution of higher education participating in the consortium, at least 1 of the individuals responsible for carrying out activities authorized under subsection (c) at that institution must be in a position of administrative leadership at the institution, and at least 1 must be a faculty member from an academic department included in the work of the project at that institution.

(D) SUBSEQUENT GRANTS.—An institution of higher education, a consortium thereof, or a nonprofit entity that has completed a grant awarded under this section may apply for a subsequent grant under this section.

(E) INCREASES.—

(i) INSTITUTIONS OF HIGHER EDUCATION WITH BACCALAUREATE DEGREE PROGRAMS.—An applicant for a grant under this section that is or includes an institution of higher education that awards baccalaureate degrees shall propose in its application specific increases in the number of students who are United States citizens or permanent resident aliens obtaining baccalaureate degrees at each such institution within the physical or information sciences, mathematics, engineering, or technology, and shall state the mechanisms by which the success of the grant project at each such institution shall be assessed.

(ii) COMMUNITY COLLEGES.—An applicant for a grant under this section that is or includes a community college shall propose in its application specific increases in the number of students at the community college who are United States citizens or permanent resident aliens pursuing degrees, concentrations, or certifications in the physical or information sciences, mathematics, engineering, or technology programs or pursuing credits toward transfer to a baccalaureate degree program in the physical or information sciences, mathematics, engineering, or technology, and shall state the mechanisms by which the success of the grant project at each community college shall be assessed.

(F) RECORDKEEPING.—Each recipient of a grant under this section shall maintain, and transmit annually to the National Science Foundation, in a format indicated by the Director, baseline and subsequent data on undergraduate students in physical and information science, mathematics, engineering, and technology programs. For grants to consortia or nonprofit entities, the data transmitted shall be provided separately for each institution of higher education participating in the consortia. Such data shall include information on—

(i) the number of students enrolled;

(ii) student academic achievement, including quantifiable measurements of students' mastery of content and skills;

(iii) persistence to degree completion, including students who transfer from science, mathematics, engineering, and technology programs to programs in other academic disciplines; and

(iv) placement during the first year after degree completion in post-graduate education or career pathways.

(G) PRIORITY.—The Director may give priority in awarding grants under this section to applicants whose application—

(i) indicates a plan to build on previous and existing efforts with demonstrated success, including efforts involving industry, in improving undergraduate learning and teaching, including efforts funded by Federal grants from the National Science Foundation or other agencies; and

(ii) provides evidence of a commitment by the administration at each institution of higher education to support and reward faculty involvement in carrying out the proposed implementation plan for the project.

(c) USES OF FUNDS.—Activities supported by grants under this section may include—

(1) projects that specifically aim to increase the number of traditionally underrepresented students in the physical or information sciences, mathematics, engineering, or technology, such as mentoring programs;

(2) projects that expand the capacity of institutions of higher education to incorporate current advances in science and technology into the undergraduate learning environment;

(3) bridge projects that enable students at community colleges to matriculate directly into baccalaureate physical or information science, mathematics, engineering, or technology programs, including those targeted at traditionally underrepresented groups in such disciplines;

(4) projects including interdisciplinary approaches to undergraduate physical and information science, mathematics, engineering, and technology education;

(5) projects that focus directly on the quality of student learning, including those that encourage—

(A) high-caliber teaching, including enabling faculty to spend additional time teaching participating students in smaller class settings, particularly in the laboratory environment, by, for example, providing summer salary or other additional salary for faculty members or stipends for students;

(B) opportunities to develop new pedagogical approaches including the development of web-based course strategies, distributed and collaborative digital teaching tools, or interactive course modules; and

(C) screening and training of teaching assistants;

(6) projects that—

(A) facilitate student exposure to potential careers, including cooperative projects with industry or government that place students in internships as early as the summer following their first year of study;

(B) provide part-time employment in industry during the school year; or

(C) provide opportunities for undergraduates to participate in industry or government sponsored research;

(7) projects that assist institutions of higher education in States that participate in the Experimental Program to Stimulate Competitive Research (EPSCoR) to broaden the science, engineering, mathematics, and technology student base or increase retention in these fields;

(8) projects to encourage undergraduate research on-campus or off-campus;

(9) projects that provide scholarships or stipends to students entering and persisting in the study of science, mathematics, engineering, or technology;

(10) projects that leverage the Federal investment by providing matching funds from industry, from State or local government sources, or from private sources; and

(11) other innovative approaches to achieving the purpose described in subsection (b)(1).

(d) ASSESSMENT, EVALUATION, AND DISSEMINATION OF INFORMATION.—

(1) PROJECT ASSESSMENT.—The Director shall require each institution of higher education receiving assistance under this section to implement project-based assessment that facilitates program evaluation under paragraph (2) and that assesses the impact of the project on achieving the purpose stated in subsection (b)(1), as well as on institutional policies and practices.

(2) PROGRAM EVALUATION.—Not later than 180 days after the date of the enactment of this Act, the Director shall award at least 1 grant or contract to an independent evaluative organization to—

(A) develop metrics for measuring the impact of the program authorized under this section on—

(i) the number of students enrolled;

(ii) student academic achievement, including quantifiable measurements of students' mastery of content and skills;

(iii) persistence to degree completion, including students who transfer from science, mathematics, engineering, and technology programs to programs in other academic disciplines; and

(iv) placement during the first year after degree completion in post-graduate education or career pathways; and

(B) conduct an evaluation of the impacts of the program described in subparagraph (A), including a comparison of the funded projects to identify best practices with respect to achieving the purpose stated in subsection (b)(1).

(3) DISSEMINATION OF INFORMATION.—The Director, at least once each year, shall disseminate information on the activities and the results of the projects assisted under this section, including best practices identified pursuant to paragraph (2)(B), to participating institutions of higher education and other interested institutions of higher education.

(e) UNDERREPRESENTED GROUPS.—In carrying out the program authorized by this section the Director shall strive to increase the number of students receiving baccalaureate degrees, concentrations, or certifications in the physical or information sciences, mathematics, engineering, or technology who come from groups underrepresented in these fields.

(f) REPORTS.—

(1) LIST.—Not later than 90 days after the date of the enactment of this Act, the Director shall develop, and disseminate to institutions of higher education, a list of examples of existing institutional and government efforts relevant to the purpose stated in subsection (b)(1).

(2) INTERIM PROGRESS REPORT.—At the end of the third year of the program authorized under this section, the Director shall transmit to the Congress an interim progress report of the evaluation conducted under subsection (d)(2).

(3) FINAL REPORT.—Not later than 6 years after the date of the enactment of this Act, the Director shall transmit to the Congress a final report of the evaluation conducted under subsection (d)(2).

(g) ADVISORY COMMITTEE.—

(1) ESTABLISHMENT.—The Director shall establish an advisory committee, that includes significant representation from industry and academic leaders, for the grant program authorized under this section. The advisory committee shall—

(A) assist the Director in securing active industry, and State and local government, participation in the program;

(B) recommend to the Director innovative approaches to achieving the purpose stated in subsection (b)(1); and

(C) advise the Director regarding program metrics, implementation and performance of the program, and program progress reports.

(2) DURATION.—Section 14 of the Federal Advisory Committee Act shall not apply to the advisory committee established under this subsection.

(h) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to the National Science Foundation to carry out this section—

(1) $25,000,000 for fiscal year 2003; and

(2) such sums as may be necessary thereafter.

(i) RELATED PROGRAMS.—The Director shall give consideration to achieving the purpose stated in subsection (b)(1) by awarding grants to institutions participating in the Louis Stokes Alliances for Minority Participation.

SEC. 5. INSTITUTIONAL REFORM.

(a) IN GENERAL.—The Director shall award grants, on a merit-reviewed, competitive basis, to institutions of higher education to expand previously implemented reforms of undergraduate science, mathematics, engineering, or technology education that have been demonstrated to have been successful in increasing the number and quality of students studying and receiving associate or baccalaureate degrees in science, mathematics, engineering, or technology.

(b) USES OF FUNDS.—Activities supported by grants under this section may include—

(1) expansion of successful reform efforts beyond a single course or group of courses to achieve reform within an entire academic unit;

(2) expansion of successful reform efforts beyond a single academic unit to other science, mathematics, engineering, or technology academic units within an institution;

(3) creation of multidisciplinary courses or programs that formalize collaborations for the purpose of improved student instruction and research in science, mathematics, engineering, and technology;

(4) expansion of undergraduate research opportunities beyond a particular laboratory, course, or academic unit to engage multiple academic units in providing multidisciplinary research opportunities for undergraduate students;

(5) expansion of innovative tutoring or mentoring programs proven to enhance student recruitment or persistence to degree completion in science, mathematics, engineering, or technology;

(6) improvement of undergraduate science, mathematics, engineering, and technology education for nonmajors, including teacher education majors; and

(7) implementation of technology-driven reform efforts, including the installation of technology to facilitate such reform, that directly impact undergraduate science, mathematics, engineering, or technology instruction or research experiences.

(c) SELECTION PROCESS.—

(1) APPLICATIONS.—An institution of higher education seeking a grant under this section shall submit an application to the Director at such time, in such manner, and containing such information as the Director may require. The application shall include, at a minimum—

(A) a description of the proposed reform effort;

(B) a description of the previously implemented reform effort that will serve as the basis for the proposed reform effort and evidence of success of that previous effort, including data on student recruitment, persistence to degree completion, and academic achievement;

(C) evidence of active participation in the proposed project by individuals who were central to the success of the previously implemented reform effort; and

(D) evidence of institutional support for, and commitment to, the proposed reform effort, including a description of existing or planned institutional policies and practices regarding faculty hiring, promotion, tenure, and teaching assignment that reward faculty contributions to undergraduate education equal to, or greater than, scholarly scientific research.

(2) REVIEW OF APPLICATIONS.—In evaluating applications submitted under paragraph (1), the Director shall consider at a minimum—

(A) the evidence of past success in implementing undergraduate education reform and the likelihood of success in undertaking the proposed expanded effort;

(B) the extent to which the faculty, staff, and administrators are committed to making the proposed institutional reform a priority of the participating academic unit;

(C) the degree to which the proposed reform will contribute to change in institutional culture and policy such that a greater value is placed on faculty engagement in undergraduate education and that a commensurate reward structure is implemented to recognize faculty for their scholarly work in this area; and

(D) the likelihood that the institution will sustain or expand the reform beyond the period of the grant.

(3) GRANT DISTRIBUTION.—The Director shall ensure, to the extent practicable, that grants awarded under this section are made to a variety of types of institutions of higher education.

(d) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to the National Science Foundation to carry out this section $15,000,000 for each of fiscal years 2003 through 2007.

SEC. 6. FACULTY DEVELOPMENT.

(a) IN GENERAL.—The Director shall award grants, on a merit-reviewed, competitive basis, to—

(1) institutions of higher education;

(2) eligible nonprofit organizations; or

(3) consortia of institutions and organizations described in paragraphs (1) and (2),

for professional development of undergraduate faculty in support of improved undergraduate science, mathematics, engineering, and technology education.

(b) USES OF FUNDS.—Activities supported by grants under this section may include—

(1) support for individuals to participate in scholarly activities aimed at improving undergraduate science, mathematics, engineering, and technology education including—

(A) sabbatical funding, including partial or full support for salary, benefits, and supplies, for faculty participating in scholarly research in—

(i) science, mathematics, engineering, or technology;

(ii) the science of learning; or

(iii) assessment and evaluation related to undergraduate instruction and student academic achievement;

(B) stipend support for graduate students and post-doctoral fellows to participate in instructional or evaluative activities at primarily undergraduate institutions; and

(C) release time from teaching for faculty engaged in the development, implementation, and assessment of undergraduate science, mathematics, engineering, and technology education reform activities following participation in a sabbatical opportunity or faculty development program described in this subsection; and

(2) support for institutions to develop, implement, and assess faculty development programs focused on improved instruction, mentoring, evaluation, and support of undergraduate science, mathematics, engineering, and technology students, including costs associated with—

(A) stipend support or release time for faculty and staff engaged in the development, delivery, and assessment of the faculty development program;

(B) stipend support or release time for faculty, graduate students, or post-doctoral fellows from the host institution or external institutions who are engaged as participants in such faculty development programs; and

(C) support for materials, supplies, travel expenses, and consulting fees associated with the development, delivery, and assessment of such faculty development programs.

(c) APPLICATIONS.—An entity seeking a grant under this section shall submit an application to the Director at such time, in such manner, and containing such information as the Director may require. The application shall include, at a minimum—

(1) a description of the activities to be carried out under the proposed project and the projected impact of the project on undergraduate majors and nonmajors enrolled in science, mathematics, engineering, or technology courses or programs;

(2) a plan for assessment of the outcomes of the proposed project;

(3) a plan for dissemination of information regarding the activities and outcomes of the proposed project; and

(4) evidence of institutional support for implementation of the proposed project, including commitment to appropriate faculty sabbaticals and release time from teaching.

(d) ANNUAL MEETING.—The Director shall convene an annual meeting of awardees under this section to foster greater national information dissemination and collaboration in the area of undergraduate science, mathematics, engineering, and technology education.

(e) AUTHORIZATION OF APPROPRIATIONS.—There are to be authorized to be appropriated to the National Science Foundation to carry out this section $8,000,000 for each of fiscal years 2003 through 2007.

SEC. 7. ACCESS TO RESEARCH-GRADE INSTRUMENTATION.

(a) IN GENERAL.—The Director shall award grants, on a merit-reviewed, competitive basis, to institutions of higher education to support the acquisition of research-grade instrumentation and to support training related to the use of that instrumentation. Instruments provided through awards under this section shall be used primarily for undergraduate research, undergraduate instruction, or both, in science, mathematics, engineering, or technology.

(b) ELIGIBLE INSTITUTIONS.—Grants may be awarded under this section only to institutions of higher education that award fewer than 10 doctoral degrees per year in disciplines for which the National Science Foundation provides research support.

(c) AUTHORIZATION OF APPROPRIATIONS.—There are to be authorized to be appropriated to the National Science Foundation to carry out this section $10,000,000 for each of fiscal years 2003 through 2007.

SEC. 8. UNDERGRADUATE RESEARCH EXPERIENCES.

(a) IN GENERAL.—The Director shall award grants, on a merit-reviewed, competitive basis, to institutions of higher education, eligible nonprofit organizations, or consortia thereof to establish sites that provide research experiences for 10 or more undergraduate science, mathematics, engineering, or technology students. The Director shall ensure that—

(1) at least half of the students participating at each site funded under this section shall be recruited from institutions of higher education where research activities in science, mathematics, engineering, or technology are limited or nonexistent;

(2) the awards provide undergraduate research experiences in a wide range of science, mathematics, engineering, or technology disciplines;

(3) awards support a variety of projects including independent investigator-led projects, multidisciplinary projects, and multiinstitutional projects (including virtual projects);

(4) students participating in the projects have mentors, including during the academic year, to help connect the students' research experiences to the overall academic course of study and to help students achieve success in courses of study leading to a baccalaureate degree in science, mathematics, engineering, or technology;

(5) mentors and students are supported with appropriate summer salary or stipends; and

(6) all student participants are tracked through receipt of the undergraduate degree and for at least 1 year thereafter.

(b) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to the National Science Foundation to carry out this section $10,000,000 for each of fiscal years 2003 through 2007.

SEC. 9. DISSEMINATION OF PROJECT INFORMATION.

The Director shall ensure that all National Science Foundation-sponsored undergraduate science, mathematics, engineering,

or technology education projects, including those sponsored by National Science Foundation research directorates, shall disseminate via the Internet, at a minimum, the following information:

(1) Scope, goals, and objectives of each project.

(2) Activities, methodologies, and practices developed and implemented.

(3) Outcomes, both positive and negative, of project assessment activities.

SEC. 10. EVALUATION.

(a) IN GENERAL.—The Director, through the Research, Evaluation and Communication Division of the Education and Human Resources Directorate of the National Science Foundation, shall evaluate the effectiveness of all undergraduate science, mathematics, engineering, or technology education activities supported by the National Science Foundation in increasing the number and quality of students, including students from groups underrepresented in science, mathematics, engineering, and technology fields, studying and receiving associate or baccalaureate degrees in science, mathematics, engineering, and technology. In conducting the evaluation, the Director shall consider information on—

(1) the number of students enrolled;

(2) student academic achievement, including quantifiable measurements of students' mastery of content and skills;

(3) persistence to degree completion, including students who transfer from science, mathematics, engineering, and technology programs to programs in other academic disciplines; and

(4) placement during the first year after degree completion in post-graduate education or career pathways.

(b) ASSESSMENT BENCHMARKS AND TOOLS.—The Director, through the Research, Evaluation and Communication Division of the Education and Human Resources Directorate of the National Science Foundation, shall establish a common set of assessment benchmarks and tools, and shall enable every National Science Foundation-sponsored project to incorporate the use of these benchmarks and tools in their project-based assessment activities.

(c) DISSEMINATION OF EVALUATION RESULTS.—The results of the evaluations required under subsection (a) shall be made available to the public.

(d) REPORTS TO CONGRESS.—Not later than 3 years after the date of the enactment of this Act, and once every 3 years thereafter, the Director shall transmit to the Congress a report containing the results of evaluations under subsection (a).

SEC. 11. NATIONAL ACADEMY OF SCIENCES STUDY ON UNDERGRADUATE RECRUITMENT AND RETENTION.

(a) STUDY.—Not later than 3 months after the date of the enactment of this Act, the Director shall enter into an arrangement with the National Research Council of the National Academy of Sciences to perform a study on the factors that influence undergraduate students to enter and persist to degree completion in science, mathematics, engineering, and technology programs or to leave such programs and matriculate to other academic programs, as reported by students.

(b) TRANSMITTAL TO CONGRESS.—Not later than 18 months after the date of the enactment of this Act, the Director shall transmit to the Congress a report containing the results of the study under subsection (a).

(c) AUTHORIZATION OF APPROPRIATION.—There are authorized to be appropriated to the National Science Foundation for carrying out this section $700,000 for fiscal year 2003, to remain available until expended.

SEC. 12. MINORITY-SERVING INSTITUTIONS UNDERGRADUATE PROGRAM.

(a) IN GENERAL.—

(1) The Director shall establish a program to award grants to Hispanic-Serving Institutions, Historically Black Colleges and Universities, Alaska Native-Serving Institutions, Native Hawaiian-Serving Institutions, and tribally controlled colleges and universities to enhance the quality of undergraduate science, mathematics, and engineering education at such institutions and to increase the retention and graduation rates of students pursuing baccalaureate degrees in science, mathematics, or engineering.

(2) Grants shall be awarded under this section on a merit-reviewed, competitive basis.

(b) PROGRAM COMPONENTS.—Grants awarded under this section shall support—

(1) activities to improve courses and curriculum in science, mathematics, or engineering disciplines;

(2) faculty development, including support for—

(A) sabbaticals and exchange programs to improve the faculty's research competency and knowledge of technological advances;

(B) professional development workshops on innovative teaching practices and assessment;

(C) visiting faculty, including researchers from industry; and

(D) faculty reassigned time or release time to mentor students or to participate in curriculum reform and academic enhancement activities;

(3) stipends for undergraduate students participating in research activities in science, mathematics, or engineering disciplines on-campus or off-campus at industrial, governmental, or academic research laboratories; and

(4) other activities that are consistent with subsection (a)(1), as determined by the Director.

(c) APPLICATION.—An institution seeking funding under this section shall submit an application to the Director at such time, in such manner, and containing such information as the Director may require.

SEC. 13. ADVANCED TECHNOLOGICAL EDUCATION PROGRAM.

(a) CORE SCIENCE AND MATHEMATICS COURSES.—Section 3(a) of the Scientific and Advanced-Technology Act of 1992 (42 U.S.C. 1862i(a)) is amended—

(1) by inserting '', and to improve the quality of their core education courses in science and mathematics'' after ''education in advanced-technology fields'';

(2) in paragraph (1) by inserting ''and in core science and mathematics courses'' after ''advanced-technology fields''; and

(3) in paragraph (2) by striking ''in advanced-technology fields'' and inserting ''who provide instruction in science, mathematics, and advanced-technology fields''.

(b) ARTICULATION PARTNERSHIPS.—Section 3(c)(1)(B) of the Scientific and Advanced-Technology Act of 1992 (42 U.S.C. 1862i(c)(1)(B)) is amended—

(1) by striking ''and'' at the end of clause (i);

(2) by striking the period at the end of clause (ii) and inserting a semicolon; and

(3) by adding after clause (ii) the following new clauses:

''(iii) provide students with research experiences at bachelor-degree-granting institutions participating in the partnership, including stipend support for students participating in summer programs; and

''(iv) provide faculty mentors for students participating in activities under clause (iii), including summer salary support for faculty mentors.''.

(c) ADVANCED TECHNOLOGICAL EDUCATION ADVISORY COMMITTEE.—

(1) ESTABLISHMENT.—The Director shall establish an advisory committee on science, mathematics, and technology education at community colleges consisting of non-Federal members, including representatives from academia and industry. The advisory committee shall review, and provide the Director with an assessment of, activities carried out under the Advanced Technological Education Program (in this section referred to as the ''Program''), including—

(A) conformity of the Program to the requirements of the Scientific and Advanced-Technology Act of 1992;

(B) the effectiveness of activities supported under the Program in strengthening the scientific and technical education and training capabilities of community colleges;

(C) the effectiveness of the National Science Foundation and institutions receiving awards under the Program in disseminating information to other community colleges about activities carried out under the Program and about model curricula and teaching methods developed under the Program;

(D) the balance of resources allocated under the Program for support of national centers of excellence, individual institution grants, and articulation partnerships; and

(E) other issues identified by the Director.

The advisory committee shall make recommendations to the Director for improvements to the Program based on its reviews and assessments.

(2) ADVISORY COMMITTEE REPORTS.—The advisory committee established under paragraph (1) shall report annually to the Director and to Congress on the findings and recommendations resulting from the reviews and assessments conducted in accordance with paragraph (1).

(3) DURATION.—Section 14 of the Federal Advisory Committee Act shall not apply to the advisory committee established under this subsection.

(d) NATIONAL SCIENCE FOUNDATION REPORT.—Within 6 months after the date of the enactment of this Act, the Director shall transmit a report to Congress on—

(1) efforts by the National Science Foundation and awardees under the Program to disseminate information about the results of projects;

(2) the effectiveness of national centers of scientific and technical education established under section 3(b) of the Scientific and Advanced-Technology Act of 1992 in serving as national and regional clearinghouses of information and models for best practices in undergraduate science, mathematics, and technology education; and

(3) efforts to satisfy the requirement of section 3(f)(4) of the Scientific and Advanced-Technology Act of 1992.

(e) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to the National Science Foundation—

(1) for activities to improve core science and mathematics education in accordance with section 3(a) of the Scientific and Advanced-Technology Act of 1992 (42 U.S.C. 1862i(a)), as amended by subsection (a) of this section, $5,000,000 for each of fiscal years 2003 through 2007;

(2) for acquisition of instrumentation in accordance with section 3(a)(4) of the Scientific and Advanced-Technology Act of 1992—

(A) $3,000,000 for fiscal year 2003;

(B) $3,500,000 for fiscal year 2004;

(C) $4,000,000 for fiscal year 2005;

(D) $4,500,000 for fiscal year 2006; and

(E) $5,000,000 for fiscal year 2007; and

(3) for support for research experiences for undergraduate students in accordance with section 3(c)(1)(B) of the Scientific and Advanced-Technology Act of 1992 (42 U.S.C.

1862i(c)(1)(B)), as amended by subsection (b) of this section, $750,000 for each of fiscal years 2003 through 2007.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from New York (Mr. BOEHLERT) and the gentleman from Texas (Mr. HALL) each will control 20 minutes.

The Chair recognizes the gentleman from New York (Mr. BOEHLERT).

Mr. BOEHLERT. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, H.R. 3130 proposes a simple and direct solution to a clear and urgent problem. The problem is that fewer and fewer American college students are majoring in mathematics, engineering, technology, or science, particularly in the physical sciences. This is a source of growing concern for many reasons.

First and most obviously, the Nation needs to constantly replenish its supply of scientists, mathematicians, and engineers to have a workforce that can compete in this increasingly technological world. The U.S. cannot assume that it can rely forever on immigrants, foreign students, and temporary emergency visa programs to meet its long-term workforce needs. Yet that is exactly what we are doing right now.

But the problem goes beyond filling jobs that explicitly call for someone with a science degree. In today's world, just about every job has a component that is informed by science and technology, from the assembly line to the boardroom. Yet we have fewer and fewer Americans who have the background to understand and analyze technical information.

Indeed, just to be an active citizen today requires more scientific background than was the case just a few years ago. Just think of how often this body turns to institutions like the National Academy of Sciences because so many policy questions today require a firm grounding in science. So we need to have more, not fewer, Americans trained in science and technology fields if we are to be a competitive economy and if we are to have a skilled workforce and an active polity.

Now, reversing the current trends which have long been in the making is not easy. Many of the problems begin as early as elementary school; and this House has passed several major bills to address those problems, including H.R. 1 from the Committee on Education and the Workforce and H.R. 1858 from the Committee on Science.

But not all of our problems reside at the K through 12 level. The statistics show that many students enter college intending to major in science, math, and engineering, but change course before declaring a major. Some of these students, of course, may just not be right for the field, but the attrition rate is far too high for that to be the whole story. The problem is, rather, that our colleges and universities by and large do not do enough to encourage students to remain in science, math, and engineering. Indeed, sometimes students are actually discouraged.

We cannot afford to have that continue. H.R. 3130 takes aim at this problem directly by providing incentives for colleges and universities, including community colleges, to increase the number and quality of science, math, engineering, and technology majors. Under the bill, the National Science Foundation would provide grants to improve undergraduate science, math, and engineering education that are contingent on the grantee increasing the number of graduating majors in those fields by a specific amount without reducing quality. This is a direct and targeted approach that should make a real difference in the culture of our Nation's colleges and universities.

I should note that NSF is already beginning to try this approach. Congress appropriated money for fiscal year 2002 to begin implementing H.R. 3130 on an experimental basis in advance of the bill's enactment, and the President has proposed continuing the program next year; but the program cannot be fully ramped up without this bill.

H.R. 3130 also creates a number of other important programs to improve undergraduate education, including grants to enable colleges and universities to expand successful, innovative undergraduate programs; grants to enable faculty to improve their teaching skills; and grants to help colleges purchase new research equipment for undergraduates. It also expands the National Science Foundation's summer research program for undergraduates.

Finally, the bill establishes a rigorous evaluation program so we can really learn what approaches to improving undergraduate education work and which ones do not. We have been flying by the seat of our pants for too long in this regard, and this bill will finally provide some reliable data and analysis on undergraduate reform.

So H.R. 3130 is a good bill that promotes targeted steps to improve undergraduate education that will make a real difference.

As with all good bills, this one reflects the work of many hands. I want to start by thanking the gentleman from Ohio (Chairman BOEHNER) and his staff for working so cooperatively with us on this bill, as they have on all education legislation.

I want to particularly thank the gentleman from Texas (Mr. HALL), the ranking minority member of the Committee, and the gentleman from Connecticut (Mr. LARSON), the primary Democrat sponsor of this bill, and all our minority Members for their contributions to this bill which passed in our committee by voice vote because it reflected ideas that originated on both sides of the aisle.

I want to mention two Members of the minority specifically, the gentleman from Utah (Mr. MATHESON) and the gentleman from California (Mr. SCHIFF), as they should have been mentioned as cosponsors of the bill, and I want to thank the gentleman from Texas (Mr. SMITH) and other Texans on the committee for making sure that others in their State could compete fairly for grants under this bill, even though some Texas programs are organized differently from those in other States.

I also want to thank many companies and high-tech industry groups such as Tech Net and higher education groups such as the American Council on Education that have actively supported this bill and helped us get it to the floor. This bill is supported, and it deserves everyone's support because it has widespread impact. I urge its adoption.

Mr. Speaker, I reserve the balance of my time.

Mr. HALL of Texas. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of the Undergraduate Science, Mathematics, Engineering, and Technology Education Improvement Act, H.R. 3130, as reported from the Committee on Science and as described very adequately by our chairman.

The bill was developed in a very bipartisan way, in keeping with the past practices of the Committee on Science in the area of science education legislation. I want to thank the gentleman from New York (Chairman BOEHLERT) and those with whom he works, his staff, for working with us on this side of the aisle to produce this very excellent legislative product.

Basically, the bill will help increase the number of students who are graduating in science, math, and engineering, and will help improve the quality of undergraduate science education.

Mr. Speaker, this bill builds on existing NSF programs that have proven their effectiveness, such as Research Experiences for Undergraduates. Similarly, the bill will provide support for the expansion of successful small-scale undergraduate education reform activities that some colleges and universities have been engaged in.

H.R. 3130 will also implement programmatic recommendations of the Committee on Science, those that they have received through a long series of science education hearings going back to the last Congress.

I would like also to point out that the bill incorporates provisions advanced by my colleague, the gentleman from Washington (Mr. BAIRD), as in his bill, H.R. 4680. These provisions are focused on helping community colleges improve their science and technology offerings, which is important because community colleges enroll such a significant proportion of all undergraduate students.

Finally, the bill includes the establishment of an educational program at NSF that will target minority-serving institutions. This program, which was advanced by my colleague, the gentleman from California (Mr. BACA), will help address the serious problems of

underrepresentation by minorities in the science and technology fields. The Nation just cannot afford to lose the talents of any segment of society if we are to produce a workforce with the range of skills and capabilities that are going to be needed in the postindustrial world.

Mr. Speaker, I strongly support H.R. 3130 and commend it for favorable consideration by the House.

□ 1330

Mr. Speaker, I yield 3 minutes to the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) who is the ranking member of the Subcommittee on Research of the Committee on Science.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise in strong support of H.R. 3130, the Undergraduate Science, Mathematics, Engineering and Technology Education Improvement Act. I want to thank the gentleman from New York (Mr. BOEHLERT), the gentleman from Texas (Mr. HALL), and the gentleman from Michigan (Mr. SMITH) for working with me and my colleagues in a very bipartisan manner to develop the legislation now before the House.

This bill focuses on two important issues. The first is to attract and retain more students in associate and baccalaureate degree programs in critical science and technology fields. The second issue is to ensure that all undergraduate students receive a quality education experience in their science and technology courses, regardless of the career path they ultimately choose.

One important component for dealing with the problem of declining numbers of students pursuing careers in science and math and engineering for the long term is to increase participation in these areas by individuals from underrepresented groups. Under the Technology Talent Act, the National Science Foundation is required to ensure that projects are supported that would lead to increases in the numbers of science degrees by individuals from underrepresented groups.

The NSF is also encouraged to make use of existing Louis Stokes Alliance for Minority Participation program, which has a 10-year track record in attracting and maintaining minority students in science-related degree programs. H.R. 3130 also authorizes a new Minority-Serving Institutions undergraduate program to build up the capacity for these institutions.

In other provisions, the bill will help expand undergraduate education reform efforts at institutions of higher education throughout the Nation that have demonstrated successful records of accomplishment. It provides professional development opportunities for undergraduate faculty and expands the availability of research experiences for the undergraduate students, including students at nonresearch institutions. The bill also encourages the inclusion of innovative public-private partnerships by enabling consortia to participate in the grants program which has worked very, very well in the State of Texas and in my area.

Mr. Speaker, I believe that H.R. 3130 will put in place a range of programs and activities that will strengthen undergraduate education in science and technology and will help provide the human resources that this Nation will need for economic strength and security in the postindustrial world.

I strongly support this legislation. I commend it to my colleagues and ask for their support in the passage by this House.

Mr. HALL of Texas. Mr. Speaker, I yield 3 minutes to the gentleman from Connecticut (Mr. LARSON), a member of the committee.

(Mr. LARSON of Connecticut asked and was given permission to revise and extend his remarks.)

Mr. LARSON of Connecticut. Mr. Speaker, I want to thank our distinguished leader for the opportunity to speak here on the floor this afternoon.

Let me begin by applauding the efforts of the gentleman from New York (Mr. BOEHLERT), who has done an outstanding job. It has been my high honor and pleasure to work with him over the past 3 years, and in the last year specifically, as this legislation has been developed.

It has been a longstanding concern of mine and clearly my constituents and people all around this country who understand intuitively, as the chairman does, the need that exists out there to address this glaring inequity that has existed in terms of making sure that we have a pipeline that is full of students who have expertise in math, science, and engineering. Because of the obvious shortcomings in this area, we risk this Nation's becoming a second-rate economic power if we do not address these concerns forthrightly.

This bill does exactly that. And typical of his manner, the chairman once again has reached out and done this in a bipartisan manner, garnering the best ideas from both sides of the aisle, which in my humble estimation always leads to the best legislation.

I am proud, as well, to join my colleagues on this side of the aisle, especially the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON), the gentleman from Colorado (Mr. UDALL) and the gentleman from California (Mr. HONDA), as well, who have fought hard to make sure that issues like granting minorities greater access and greater funding in these specific areas that are much needed in order for us to compete, were attended to.

Again, I would like to thank the gentleman from Texas (Mr. HALL) for his efforts as well.

The defense of this Nation and its continued economic prosperity are inextricably tied and linked to our education system. And by providing an opportunity and incentives that will provide us with the kind of dedicated members of our society entering into the field of math and science and engineering, this bill takes a bold step in terms of accomplishing that specific goal. I am proud to stand here on the floor of the House today and endorse this concept and ask all of my colleagues for their unanimous support of a great bill put forward by a great leader.

Mr. HALL of Texas. Mr. Speaker, I yield 3 minutes to the gentleman from California (Mr. BACA), a member of our subcommittee.

(Mr. BACA asked and was given permission to revise and extend his remarks.)

Mr. BACA. Mr. Speaker, I rise in support of H.R. 3130.

Mr. Speaker, first of all, I would like to commend the minority chairman and the chairman for a bipartisan bill that really addresses the needs of our Nation. And I say the needs of our Nation because when we look at technology, we look at our future and we look at a vision of where we need to be, and that is preparing students in the area of science, technology, engineering and mathematics. We all realize it has declined, but yet the priorities were set there because a vision is there for our Nation, and that is to make sure that we prepare our students to make sure that they can guide us, because they are our future.

This bill addresses the problem by funding a program at the NSF to provide grants to institutions of higher education. These grants will be used to increase the number and quality of graduates from physical science, mathematics, engineering and technology degree and transfer programs.

Just as importantly, this bill recognizes that the institutions that serve unique purposes also have unique needs. Hispanic-serving institutes, historically black colleges and universities, Alaska-native-serving institutions, native-Hawaiian-serving institutions, and tribally controlled colleges and universities serve that special purpose.

These institutions educate and train underserved and often overlooked segments of our population. But this segment of the population will not be overlooked by this bill because this bill addresses those needs. And I want to commend the chairman for doing that, because it is about inclusion of everyone; and this bill includes everybody in this process. Inclusion and making sure that no child, whether it is an adult, is left behind, and this includes that.

Today, we are establishing a program that would accomplish two things. First, the program would award grants to minority-serving institutions to enhance the quality of undergraduate science, mathematics, and engineering education at these institutions. These grants also increase the retention and graduation rates of students pursuing bachelors degrees in science, mathematics or engineering.

Mr. Speaker, I ask that we consider this unique role and this unique need of

minority-serving institutions when we consider this important piece of legislation. I ask my colleagues on both sides of the aisle to support this bipartisan bill that is good for our Nation and good for our country.

Mr. HALL of Texas. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

Mr. BOEHLERT. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, let me conclude by saying if a forensic expert were brought into the Committee on Science and asked to examine this piece of legislation, he would find on it the fingerprints of just about every single member of the committee, Democrat and Republican alike. The hallmark of this committee, as has been mentioned during this debate, is the inclusion. We want the ideas from everyone on the committee. I am proud to report to my colleagues in the House that this is an engaged committee. People are involved in helping to shape responsible public policy. I am very proud to serve in the capacity of chairman of a committee that is serving with such distinction addressing the needs of the American people.

We have just been through 10 years, from March of 1991 to the end of the first quarter of last year, the longest period of sustained growth in modern history for the economy. That growth was largely driven by science, math, engineering, the technical people who are part of this Information Revolution. We had a slight downturn last year, and then we had 9–11, but we are on the rebound now.

If we are to experience, to realize, the next era of sustained growth in our economy, we are going to have to be dependent on our own people, our people who are well trained, our universities that teach these very important subjects. We cannot rely on just people from abroad to come rescue us, and that is too often the case now. We have got to grow our own, right here.

And so I am proud to present this bill to the House, to my colleagues, and to urge its adoption.

Mr. SMITH of Michigan. Mr. Speaker, I rise in support of H.R. 3130, the Technology Talent Act of 2002.

For some time now, we have recognized the need to improve math and science education in America. The Science Committee, and the Research Subcommittee which I chair, has taken one of the lead roles in advancing these reforms. Last year, the House passed legislation generated by our Committee, the Math and Science Partnerships Act, that authorizes a number of programs at the National Science Foundation aimed at improving K–12 education.

More recently, we have turned our attention to an equally important problem: improving math, science and engineering education at the undergraduate level. Our Subcommittee held hearings to identify the problems of our current educational system, and more importantly, to understand how to encourage and support changes that will provide solutions to these problems that benefit all students.

What we learned was that there is no single problem that has resulted in the talent gap and workforce challenges we face today, but rather, an assortment of problems that demand a variety of solutions. Much of the problem is simply a supply and demand issue, the marketplace is increasingly demanding a workforce skilled in the sciences and engineering, while the supply of people capable of filling those positions has remained flat.

This has forced us to look to foreign students to help fill the gap, and we now are in a situation where only half of all engineering doctoral degrees in the U.S. are awarded to American students, and a similar disproportionate number of all high-tech jobs are filled by foreign workers.

One task that doesn't require scientific or engineering expertise and that can even be understood by politicians is that if we don't fill the current talent gap in these fields, we risk damaging America's position the global economic, technological, and scientific leader.

In response to these challenges, the Science Committee has put forth the bipartisan effort that is before us today—the Technology Talent Act. It establishes a performance-based competitive grant program at the National Science Foundation that would provide funding for institutions of higher learning to implement innovative proposals designed to increase the number of undergraduates graduating in math, science, engineering, and technology.

It also addresses other areas such as institutional reform and faculty development, and authorizes NSF to provide awards to universities for improving their research instrumentation and provide undergraduate students valuable research experience.

The bill takes advantage of NSF's competitive, peer-reviewed system, allowing institutions to develop their own proposals to maximize results and promote creativity.

The legislation also emphasizes accountability and regular program evaluation, institutions that fail to meet the goals set forth in their proposals may have their funding terminated or reduced.

It is clear that if we want to maintain our competitive edge in the world—if we want to remain the top economic power, the top military force, and ensure the safety of our citizens from terrorist aggression—it is critical that we do a better job of preparing our students for careers in science, mathematics, engineering, and technology. The Technology Talent Act provides the reforms necessary to meet these challenges.

I would like to thank the Chairman for his leadership on this legislation, and I urge all members to support this bill.

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

The SPEAKER pro tempore (Mr. WALDEN of Oregon). The question is on the motion offered by the gentleman from New York (Mr. BOEHLERT) that the House suspend the rules and pass the bill, H.R. 3130, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

GENERAL LEAVE

Mr. BOEHLERT. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and submit extraneous material in the RECORD on the bill just passed, H.R. 3130.

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

There was no objection.

RECIPROCAL AGREEMENTS FOR SHARING PERSONNEL TO FIGHT WILDFIRES

Mr. GOODLATTE. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5017) to amend the Temporary Emergency Wildfire Suppression Act to facilitate the ability of the Secretary of the Interior and the Secretary of Agriculture to enter into reciprocal agreements with foreign countries for the sharing of personnel to fight wildfires.

The Clerk read as follows:

H.R. 5017

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. RECIPROCAL AGREEMENTS FOR SHARING PERSONNEL TO FIGHT WILDFIRES.

The Temporary Emergency Wildfire Suppression Act (42 U.S.C. 1856m et seq.), as amended by the Wildfire Suppression Assistance Act, is amended by adding at the end the following new section:

''SEC. 5. SPECIAL TERMS FOR RECIPROCAL AGREEMENTS FOR SHARING PERSONNEL TO FIGHT WILDFIRES.

''(a) TORT LIABILITY.—In entering into a reciprocal agreement with a foreign country under section 3, the Secretary of Agriculture and the Secretary of the Interior may include as part of the agreement a provision that personnel furnished under the agreement to provide wildfire presuppression or suppression services will be considered, for purposes of tort liability, employees of the country receiving such services when the personnel provide services under the agreement.

''(b) ASSUMPTION OF LIABILITY; REMEDIES.—The Secretary of Agriculture or the Secretary of the Interior shall not enter into any agreement under section 3 containing the provision described in subsection (a) unless the foreign country (either directly or through the fire organization that is a party to the agreement) agrees to assume any and all liability for the acts or omissions of American firefighters engaged in providing wildfire presuppression or suppression services under the agreement in the foreign country. The only remedies for acts or omissions committed while providing services under the agreement shall be those provided under the laws of the host country, and those remedies shall be the exclusive remedies for any claim arising out of providing such services in a foreign country.

''(c) PROTECTIONS.—Neither the firefighter, the sending country, nor any organization associated with the firefighter shall be subject to any action whatsoever pertaining to or arising out of providing wildfire presuppression or suppression services under a reciprocal agreement under section 3.''.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from