

tempore (Mr. BENTIVOLIO) at 3 o'clock and 2 minutes p.m.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Record votes on postponed questions will be taken later.

STEM EDUCATION ACT OF 2014

Mr. SMITH of Texas. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5031) to define STEM education to include computer science, and to support existing STEM education programs at the National Science Foundation.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 5031

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 “STEM Education Act of 2014”.

SEC. 2. DEFINITION OF STEM EDUCATION.

For purposes of carrying out STEM education activities at the National Science Foundation, the Department of Energy, the National Aeronautics and Space Administration, the National Oceanic and Atmospheric Administration, the National Institute of Standards and Technology, and the Environmental Protection Agency, the term “STEM education” means education in the subjects of science, technology, engineering, and mathematics, including other academic subjects that build on these disciplines such as computer science.

SEC. 3. INFORMAL STEM EDUCATION.

(a) GRANTS.—The Director of the National Science Foundation, through the Directorate for Education and Human Resources, shall continue to award competitive, merit-reviewed grants to support—

(1) research and development of innovative out-of-school STEM learning and emerging STEM learning environments in order to improve STEM learning outcomes and engagement in STEM; and

(2) research that advances the field of informal STEM education.

(b) USES OF FUNDS.—Activities supported by grants under this section may encompass a single STEM discipline, multiple STEM disciplines, or integrative STEM initiatives and shall include—

(1) research and development that improves our understanding of learning and engagement in informal environments, including the role of informal environments in broadening participation in STEM; and

(2) design and testing of innovative STEM learning models, programs, and other resources for informal learning environments to improve STEM learning outcomes and increase engagement for K-12 students, K-12 teachers, and the general public, including design and testing of the scalability of models, programs, and other resources.

SEC. 4. NOYCE SCHOLARSHIP PROGRAM AMENDMENTS.

(a) AMENDMENTS.—Section 10A of the National Science Foundation Authorization Act of 2002 (42 U.S.C. 1862n-1a) is amended—

(1) in subsection (a)(2)(B), by inserting “or bachelor’s” after “master’s”;

(2) in subsection (c)—

(A) by striking “and” at the end of paragraph (2)(B);

(B) in paragraph (3)—

(i) by inserting “for teachers with master’s degrees in their field” after “Teaching Fellowships”; and

(ii) by striking the period at the end of subparagraph (B) and inserting “; and”; and

(C) by adding at the end the following new paragraph:

“(4) in the case of National Science Foundation Master Teaching Fellowships for teachers with bachelor’s degrees in their field and working toward a master’s degree—

“(A) offering academic courses leading to a master’s degree and leadership training to prepare individuals to become master teachers in elementary and secondary schools; and

“(B) offering programs both during and after matriculation in the program for which the fellowship is received to enable fellows to become highly effective mathematics and science teachers, including mentoring, training, induction, and professional development activities, to fulfill the service requirements of this section, including the requirements of subsection (e), and to exchange ideas with others in their fields.”;

(3) in subsection (e), by striking “subsection (g)” and inserting “subsection (h)”;

(4) by redesignating subsections (g) through (i) as subsections (h) through (j), respectively; and

(5) by inserting after subsection (f) the following new subsection:

“(g) SUPPORT FOR MASTER TEACHING FELLOWS WHILE ENROLLED IN A MASTER’S DEGREE PROGRAM.—A National Science Foundation Master Teacher Fellow may receive a maximum of 1 year of fellowship support while enrolled in a master’s degree program as described in subsection (c)(4)(A), except that if such fellow is enrolled in a part-time program, such amount shall be prorated according to the length of the program.”.

(b) DEFINITION.—Section 10(i)(5) of the National Science Foundation Authorization Act of 2002 (42 U.S.C. 1862n-1(i)(5)) is amended by inserting “computer science,” after “means a science.”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Texas (Mr. SMITH) and the gentlewoman from Connecticut (Ms. ESTY) each will control 20 minutes.

The Chair recognizes the gentleman from Texas.

GENERAL LEAVE

Mr. SMITH of Texas. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and to include extraneous material on H.R. 5031, the bill under consideration.

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

There was no objection.

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

The STEM Education Act of 2014 is bipartisan legislation that ensures computer science is included in the definition of STEM education for programs and activities at our Federal science agencies.

The bill also supports and strengthens ongoing STEM education efforts at

the National Science Foundation. I thank Ranking Member EDDIE BERNICE JOHNSON and Representatives ELIZABETH ESTY, LARRY BUCSHON, CHRIS COLLINS, RANDY HULTGREN, ROBIN KELLY, JOE KENNEDY, DAN LIPINSKI, and FREDERICA WILSON for their initiative on this bill.

Earlier this year, the Science Committee held a hearing on STEM education. The discussion that took place at that hearing helped to illustrate the importance of STEM education and why we should include computer science as a component of STEM education. Frankly, it is hard to believe it hasn’t been done before.

Today, a variety of jobs from banking to business to medicine require familiarity with computer science. According to the Bureau of Labor Statistics, computing and mathematics will be one of the top 10 major occupational groups from 2010 to 2020; and by 2020, there will be over 4 million U.S. jobs in computing and information technology.

Unfortunately, America lags behind many other nations when it comes to STEM education. American students rank 21st in science and 26th in math. That must change for the better.

We need to ensure that young adults have the scientific and mathematical skills to strive and thrive in a technology-based economy, but we have to capture and hold the desire of our Nation’s youth to study science and engineering, so they will want to pursue these careers.

H.R. 5031 also includes language to support informal STEM education programs and activities at the National Science Foundation. These activities reach students outside of the classroom and strengthen a student’s engagement in STEM subject areas.

The STEM Education Act ensures that teachers working towards a master’s degree in STEM subjects can participate in the Robert Noyce Master Teacher Fellowship program. This program provides more opportunities for teachers who want to strengthen their teaching skills and now will encourage more teachers to pursue advanced degrees.

A healthy and viable STEM workforce, literate in all STEM subjects, including computer science, is critical to American industries. A well-educated and trained STEM workforce ensures our future economic prosperity. More graduates with STEM degrees means more advanced technologies and a more robust economy.

We must work to ensure that students continue to go into these fields, so that their innovative ideas can lead to a more innovative and prosperous America. I encourage my colleagues to support this bill.

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

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

Mr. Speaker, I would like to start by thanking my friend, Chairman SMITH,

for his leadership on the Science Committee in promoting STEM education. I am grateful that we are able to advance these important provisions today in a bipartisan fashion, thanks in large part to his willingness to work across the aisle.

I would also like to thank Ranking Member EDDIE BERNICE JOHNSON and Representative LIPINSKI for their leadership on the committee and their thoughtful guidance on these issues.

The STEM Education Act of 2014 provides critical support to the teachers and advocates of STEM education who are preparing our students with the skills they need to succeed in our increasingly competitive global society.

As Chairman SMITH said, the bill includes three provisions to support and promote STEM education in this country. It supports teachers who are passionate about STEM education, codifies the importance of informal hands-on STEM education, and expands the definition of STEM education to explicitly include computer science.

As a mother of three, I know firsthand the importance of having teachers who are engaged and passionate about being in the classroom, particularly science and math teachers.

From my own experience—my son just graduated from college with a degree in astrophysics—and from our time studying these issues on the committee, we know that when children are excited about science projects and math problems at a young age, they carry that passion with them throughout their lives. That is why we must encourage talented people to go into teaching, and this bill does just that.

It expands the Robert Noyce Master Teacher Fellowship at the National Science Foundation, so that more people who are enthusiastic about the sciences can teach our children.

I am grateful to see portions of my bill, the STEM Jobs Act, included in the legislation before us today. Currently, the Robert Noyce Master Teaching Fellowship provides mentoring, training, and financial support to people who have a master's degree in a STEM discipline and who want to enter the teaching profession.

The program is designed to ensure that these passionate individuals have the tools they need to become highly effective math and science teachers.

In Connecticut, the University of Bridgeport's Master Teaching Fellowship program is dedicated to placing physics teachers in our high-needs schools. At UConn's Teachers for Tomorrow program, we prepare teachers to effectively teach math to elementary, middle, and high school students.

The bill before us today expands the master teaching fellowships, so those working towards a master's degree are also eligible to apply. This expansion will allow more gifted individuals to be in our classrooms, preparing our children to become the next generation of engineers, scientists, and even astronauts.

However, no matter how great your math teacher is, studies show that all students thrive in a hands-on learning environment.

We are fortunate in Connecticut to have a terrific partner in informal STEM education at the Connecticut Science Center, which opened in 2009, to support STEM education in our schools.

When students visit the center, they can navigate through outer space, use lasers to learn about sight and sound, experiment with forces and motion, and explore our very own Connecticut River.

These interactive learning environments also provide structured support for teachers and for students. For example, the Connecticut Science Center trains more than 800 teachers annually. In teaching skills and content to support our school curriculum, these teachers then return to the classroom across the State of Connecticut and provide our students with the high-quality education that they need to succeed.

Programs like these are hosted by museums and science centers around the country. This bill directs the National Science Foundation to continue to award competitive grants to support these out-of-school, hands-on STEM learning experiences.

Finally, as Chairman SMITH noted, this bill takes an important—in fact, a critical step forward in expanding the definition of STEM to include computer science. Computer science is a critical component of STEM education. As he noted, the Bureau of Labor Statistics projects there will be more than 4 million computing and information technology jobs by the year 2020.

Students who study computer science can be leaders in diverse fields such as energy, manufacturing, defense, and health care. Unfortunately, computer science has all too often been overlooked at our elementary, middle, and high school levels. Even more concerning, only 25 percent of computer scientists are women, although women make up 57 percent of the workforce.

Manufacturing is the backbone of our economy in Connecticut, and I know, from conversations with our manufacturers, that they are desperate for high school and college graduates who have the computer skills necessary for our manufacturing jobs—high tech manufacturing jobs.

Our need for graduates with these skills will only continue to grow, and that is why it is so critical that we focus on building these skills in our elementary, middle, and high school students today.

Mr. Speaker, I am proud that we have put together a bipartisan bill to support an advanced STEM education. Preparing our students with the skills they need to thrive in a global economy transcends partisan politics.

Again, I want to thank Chairman SMITH, Ranking Member JOHNSON, Representative BUCSHON, Representative

LIPINSKI, and all of the committee staff for their hard work on the STEM Education Act. This bill is an important step in securing our children's future.

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

Mr. SMITH of Texas. Mr. Speaker, I would like to again thank the gentlewoman from Connecticut (Ms. ESTY) for her interest in this subject of STEM education and for her contributions to this bill as well.

Mr. Speaker, I yield 2 minutes to the gentleman from New York (Mr. COLLINS), who is a member of the Science Committee and also a cosponsor of this legislation.

Mr. COLLINS of New York. Mr. Speaker, I thank Chairman SMITH for the opportunity to speak in support of the STEM Education Act, legislation that I have cosponsored to help create a new generation of innovators.

As a graduate in mechanical engineering, I quickly learned years ago of the important role a STEM background plays in U.S. manufacturing. Later, as I started my own business ventures, I have continued to learn how hard it can be to find new graduates with backgrounds in science, technology, engineering, or math.

These are jobs that drive our economy, and we need to act now to encourage students to realize the benefits in choosing one of these fields.

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Among these STEM fields is computer science, which is the primary driver for job growth among the four STEM fields of study. By 2020, there will be an estimated 4.2 million computing and information technology jobs; yet, at the current rate of students graduating from American universities and colleges, these jobs will be vastly underfilled.

We cannot let that happen. That is why we need this no-cost legislation to direct Federal agencies to include computer science as one of the definitions of STEM. This will allow the Federal Government to expand on this focus and help address the future gap in computer science.

Further, this bill will help teachers find ways to spur student interest in STEM. With more than 40 years separating us from the last Moon landing, we need to find a spark that spurs interest in STEM among young students. Whether it is a robotics competition or a simple after-school science experiment, these are the ways we will help create the next generation of great American innovators and inventors.

I urge all my colleagues to support H.R. 5031.

Ms. ESTY. Mr. Speaker, I yield such time as she may consume to the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON), the ranking member of the committee.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise in support of H.R. 5031 and the three other science, Space, and Technology bills being considered today.

Earlier this year, all of my Democratic committee colleagues joined me in introducing H.R. 4159, the America Competes Reauthorization Act of 2014. Three of the bills considered today are similar or identical to the provisions we included in our Competes bill, and the fourth bill similarly reflects a longstanding bipartisan effort. I will speak briefly about each of the four bills.

First, I want to thank Chairman SMITH and my Democratic colleagues, Mr. LIPINSKI and Ms. ESTY, for introducing H.R. 5031, the STEM Education Act of 2014. While we still have much work to do to improve access to high-quality STEM education for all young Americans, this bill is a good step in the right direction.

American students and American companies are at a significant disadvantage when it comes to having a well-prepared information technology workforce. While there is no silver bullet, it is important that we include computer science in the definition of STEM.

This bill also authorizes informal STEM education grants at the National Science Foundation. Learning happens in all settings at all times of the day, not just in the classroom.

While we know that informal STEM education holds great promise to increased engagement and learning in STEM by diverse populations, R&D and NSF helps ensure that we are developing and implementing the most effective programs.

Finally, H.R. 5031 amends NSF's Noyce Master Teacher Fellowship program to expand eligibility to current math and science teachers who already have a bachelor's degree in a STEM field.

This update ensures that we are tapping into our entire pool of talented STEM teachers who might serve as master teachers in their schools and districts. I urge my colleagues to support this good bill.

Next, I want to thank my fellow Texan, Mr. NEUGEBAUER, who introduced H.R. 1786, legislation that would reauthorize the National Windstorm Impact Reduction Program, or NWIRP. The last several years have been devastating years for natural disasters across the country. Tornadoes have resulted in significant loss of life and property across the Midwest.

Superstorm Sandy caused widespread destruction and death along the eastern seaboard, and it was not so long ago that Hurricane Katrina devastated the gulf coast. We cannot stop these windstorms, but we must make sure our communities have the tools they need to prepare for and respond to and recover from these disasters.

H.R. 1786 reauthorizes NWIRP, an important program that helps our Federal agencies and communities across the Nation develop and implement new model building codes and many other measures to minimize the loss of life and property during windstorms and to

rebuild effectively and safely after such storms.

I urge my colleagues on both sides of the aisle to support this important bill.

I also want to thank Mr. BUCSHON and Mr. PETERS for introducing H.R. 5056, the Research and Development Efficiency Act. I think we can all agree that when federally funded researchers are spending more than 40 percent of their time on administrative burdens rather than doing science, we are not getting the most we can out of our investments in R&D.

While we must continue to prioritize both safety and accountability in federally funded research, we should not be creating piles of unnecessary paperwork for the scientists in the lab. Much of the burden is caused by a lack of consistency and uniformity in policies and requirements across our Federal science agencies.

I applaud my colleagues for ensuring that the science agencies, along with OSTP and OMB, continue to look for ways to harmonize and streamline Federal requirements affecting the conduct of R&D in our Nation's great research institutions. I urge my colleagues to support this bill.

Finally, I want to thank Mr. LIPINSKI for introducing H.R. 5029, the International Science and Technology Cooperation Act of 2014. The 2012 National Academies report, *Rising to the Challenge: U.S. Innovation Policy for the Global Economy*, notes that "the globalization of research and innovation presents valuable opportunities for U.S. firms and federally funded research institutes to capitalize on offshore R&D initiatives and growing pools of science and technology talent."

International collaborations have led to some of the latest discoveries and developments in science and technology, many of which have relevance to our everyday lives. Topics such as cybersecurity, nanotechnology, energy technology, and water resources are all ripe for greater international engagement and cooperation. In many cases, we simply cannot afford to do it all alone. In some cases, in this interconnected world, going at it alone could lead to significant unintended roadblocks in the future.

The better coordinated we are as a nation, the better positioned we are to lead on these issues globally. H.R. 5029 helps us achieve these goals. This is a good bill, and I urge my colleagues to support it.

Mr. SMITH of Texas. Mr. Speaker, I have no other requests for time on this side, and I reserve the balance of my time.

Ms. ESTY. Mr. Speaker, I yield 2 minutes to the gentleman from Illinois (Mr. LIPINSKI).

Mr. LIPINSKI. Mr. Speaker, I want to thank the gentlewoman for yielding.

Mr. Speaker, I rise in support of H.R. 5031, the STEM Education Act.

Like Mr. COLLINS who spoke earlier, I am also a mechanical engineer. I un-

derstand, as all of us do, the importance of improving STEM education. It is one of the most important tasks our Nation faces if our children are going to be able to compete in the global economy of today and tomorrow.

The language in this bill, which affirms support for informal STEM education at the National Science Foundation, is language that I offered to the NSF authorization bill in markup. I would like to thank Chairman SMITH for including it in his bill.

About 65 million visits to museum and science centers occur each year, including 13 million visits from schoolchildren. However, museums and science centers are much more than just an inspiring field trip destination. Their educational programming and inspirational exhibits linked to classroom curriculum make museums and science centers natural partners with schools in STEM education.

Programs supporting informal education at museums and science centers are responsible for some of the most innovative forms of teaching around. Passage of this bill would be a clear signal that Congress supports informal STEM education activities funded by the National Science Foundation and would ensure that they continue.

I would also like to thank my friend from Connecticut (Ms. ESTY) for her work on this bill to make substantive improvements to the Noyce scholarship program at NSF, and to Chairman SMITH for providing language which includes computer science in the definition of STEM education.

I urge my colleagues to support this bill.

Mr. SMITH of Texas. Mr. Speaker, we have no further individuals who have requested time, so I am ready to yield back if the minority is ready to yield back.

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

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

Ms. JACKSON LEE. Mr. Speaker, I want to thank Chairman SMITH and Ranking Member EDDIE BERNICE JOHNSON for their leadership in bringing this legislation to the floor and for their commitment to advancing STEM education and including computer science within the definition of STEM.

As a senior member of the Homeland Security Committee, I rise in support of H.R. 5031, the "STEM Education Act of 2014." STEM workers drive our nation's innovation and competitiveness by generating new ideas, new companies and new industries.

I am committed to making sure that our nation can keep pace with global innovation today and into the future. During the 113th Congress:

I originally sponsored the Cybersecurity Education Enhancement Act, which directs the Secretary of Homeland Security to establish a program to award grants to institutions of higher education for: cybersecurity professional development programs, associate degree programs in cybersecurity, and the purchase of equipment to provide training in cybersecurity for either professional development or degree programs.

I offered an amendment that was adopted by the Full Homeland Security Committee that would establish a fellowship program to attract STEM undergraduate and doctoral students to work at the Department of Homeland Security in exchange for tuition reimbursement assistance.

I co-sponsored the Veterans' STEM Education Program, the STEM Gateways Act, the National STEM Education Act, the Tax Incentive for Teacher Act, and the Women and Minorities in STEM Booster Act of 2014 all of which work towards bolstering the growth of STEM.

I also hosted the first Annual Congressional STEM Competition for my District, which challenged High School Students to design and/or create projects using Science, Technology, Engineering, and Mathematics skills.

Houston is the 4th largest city in the United States and the 5th most populated metropolitan area in the nation.

The Houston region is one of the most important industrial bases in the world and was recently Manufacturers' New ranked the city first among other U.S. manufacturing cities.

Houston is also home to the largest medical complex in the world—the Texas Medical Center—and provides clinical health care, research and education at its 54 institutions.

The Houston Texas region lost 153,100 jobs during the Great Recession and gained 309,100 jobs during the recovery.

Only 3 other top metropolitan areas have done as well as Houston: Dallas at 158.9% recovery of jobs; Washington, DC at 144.2% of post recession job recovery and Boston had a 123.4% post recession jobs recovery.

The middle class of this decade is being determined by workers who get the right STEM education and job training today.

Brookings' Metropolitan Policy Program's report "The Hidden STEM Economy," reported that in 2011, 26 million jobs or 20 percent of all occupations required knowledge in 1 or more STEM areas.

Half of all STEM jobs are available to workers without a 4 year degree and these jobs pay on average \$53,000 a year, which is 10 percent higher than jobs with similar education requirements.

There will be STEM winners and losers, but not because the skills needed are too difficult to obtain, but because people are not aware of the jobs that are going unfilled today nor do they know what education or training will create job security for the next 2 to 3 decades.

A third of Houston jobs are in STEM-based fields.

Houston has the second largest concentrations of engineers (22.4 for every 1,000 workers according to the Greater Houston Partnership.)

Houston has 59,070 engineers the second largest populations in the nation.

STEM Jobs can be found in every sector of the economy. For example: Science

Houston has more than 400 software development companies and a ready customer base in the areas of energy, space science, biotechnology and leading technology research and development entities.

Houston has the Johnson Space Center, a \$1.5 billion complex housing one of NASA's largest Research and Development facilities that provides some of the nation's best high-tech professionals in science and engineering.

Mr. Speaker, in the past 10 years, growth in STEM jobs has been three times greater than non-STEM jobs.

In the next decade, almost all of the 30 fastest-growing jobs will require some STEM skills, yet 61 percent of middle school students would rather take out the garbage than do their math homework.

STEM jobs are expected to keep up an accelerated pace in the coming years leading to 1.8 million STEM-related job openings in 2018.

60 percent of U.S. employers are having difficulties finding qualified workers to fill vacancies at their companies.

In the current overall employment market, unemployed people outnumber job postings 3.6 to one. In the STEM occupation 4, job postings outnumbered unemployed people by 1.9 to one.

At all levels of educational attainment, STEM job holders earn 11 percent higher wages compared with their same-degree counterparts in other job.

I urge all of my colleagues to join me in supporting passage of H.R. 5031.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Texas (Mr. SMITH) that the House suspend the rules and pass the bill, H.R. 5031.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill was passed.

A motion to reconsider was laid on the table.

NATIONAL WINDSTORM IMPACT REDUCTION ACT REAUTHORIZATION OF 2014

Mr. SMITH of Texas. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 1786) to reauthorize the National Windstorm Impact Reduction Program, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 1786

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 "National Windstorm Impact Reduction Act Reauthorization of 2014".

SEC. 2. DEFINITIONS.

(a) *DIRECTOR.*—Section 203(1) of the National Windstorm Impact Reduction Act of 2004 (42 U.S.C. 15702(1)) is amended by striking "Director of the Office of Science and Technology Policy" and inserting "Director of the National Institute of Standards and Technology".

(b) *LIFELINES.*—Section 203 of the National Windstorm Impact Reduction Act of 2004 (42 U.S.C. 15702) is further amended—

(1) by redesignating paragraphs (2) through (4) as paragraphs (3) through (5), respectively; and

(2) by inserting after paragraph (1) the following new paragraph:

"(2) *LIFELINES.*—The term 'lifelines' means public works and utilities, including transportation facilities and infrastructure, oil and gas pipelines, electrical power and communication facilities and infrastructure, and water supply and sewage treatment facilities."

SEC. 3. NATIONAL WINDSTORM IMPACT REDUCTION PROGRAM.

Section 204 of the National Windstorm Impact Reduction Act of 2004 (42 U.S.C. 15703) is amended—

(1) by striking subsections (a), (b), and (c) and inserting the following:

"(a) *ESTABLISHMENT.*—There is established the National Windstorm Impact Reduction Program, the purpose of which is to achieve major measurable reductions in the losses of life and property from windstorms through a coordinated Federal effort, in cooperation with other levels of government, academia, and the private sector, aimed at improving the understanding of windstorms and their impacts and developing and encouraging the implementation of cost-effective mitigation measures to reduce those impacts.

"(b) *RESPONSIBILITIES OF PROGRAM AGENCIES.*—

"(1) *LEAD AGENCY.*—The National Institute of Standards and Technology shall have the primary responsibility for planning and coordinating the Program. In carrying out this paragraph, the Director shall—

"(A) ensure that the Program includes the necessary components to promote the implementation of windstorm risk reduction measures by Federal, State, and local governments, national standards and model building code organizations, architects and engineers, and others with a role in planning and constructing buildings and lifelines;

"(B) support the development of performance-based engineering tools, and work with appropriate groups to promote the commercial application of such tools, including through wind-related model building codes, voluntary standards, and construction best practices;

"(C) request the assistance of Federal agencies other than the Program agencies, as necessary to assist in carrying out this Act;

"(D) coordinate all Federal post-windstorm investigations; and

"(E) when warranted by research or investigative findings, issue recommendations to assist in informing the development of model codes, and provide information to Congress on the use of such recommendations.

"(2) *NATIONAL INSTITUTE OF STANDARDS AND TECHNOLOGY.*—In addition to the lead agency responsibilities described under paragraph (1), the National Institute of Standards and Technology shall be responsible for carrying out research and development to improve model building codes, voluntary standards, and best practices for the design, construction, and retrofit of buildings, structures, and lifelines.

"(3) *NATIONAL SCIENCE FOUNDATION.*—The National Science Foundation shall support research in—

"(A) engineering and the atmospheric sciences to improve the understanding of the behavior of windstorms and their impact on buildings, structures, and lifelines; and

"(B) economic and social factors influencing windstorm risk reduction measures.

"(4) *NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION.*—The National Oceanic and Atmospheric Administration shall support atmospheric sciences research to improve the understanding of the behavior of windstorms and their impact on buildings, structures, and lifelines.

"(5) *FEDERAL EMERGENCY MANAGEMENT AGENCY.*—The Federal Emergency Management Agency shall—

"(A) support—

"(i) the development of risk assessment tools and effective mitigation techniques;

"(ii) windstorm-related data collection and analysis;

"(iii) public outreach and information dissemination; and

"(iv) promotion of the adoption of windstorm preparedness and mitigation measures, including for households, businesses, and communities, consistent with the Agency's all-hazards approach; and

"(B) work closely with national standards and model building code organizations, in conjunction with the National Institute of Standards and Technology, to promote the implementation of research results and promote better