women to extend their focus beyond the laboratory and into the commercial world.'' The commercialization of STEM fields has created a vast new sector of jobs and careers, a sector that must include women professionals. This Act does just that, ensuring the inclusion of women in one of America's most important and fast developing industries.

I would like to close by saying that I am proud of our chamber for coming together to ensure that women continue to achieve success in STEM fields. I also want to thank my colleagues for considering two bills today that highlight the importance of reaching out to young women who otherwise may not be inspired to pursue a career in a STEM-related field.

Mr. SMITH of Texas. Mr. Speaker, I support H.R. 4742, the Promoting Women in Entrepreneurship Act. I thank my Science Committee colleagues Ms. ESTY, who authored the bill, and Research and Technology Subcommittee Chairwoman COMSTOCK for their initiative on this issue.

H.R. 4742 authorizes the National Science Foundation (NSF) to use its existing entrepreneurial programs to recruit and support women and help them develop their research and technology ideas for the marketplace.

STEM education is critical to our country's economy and global competitiveness. A well-educated and trained STEM workforce promotes our future economic prosperity.

These STEM workers have the potential to develop technologies that could save thousands of lives, jump-start new industries, or even discover new worlds.

That's why I authored with Ms. ESTY the STEM Education Act, a new law that strengthens science, technology, engineering and mathematics education efforts at federal science agencies. It also, for the first time, expands the definition of STEM to include computer science. The bill was signed by the President last October.

Unfortunately, studies show that only 26 percent of women who attain degrees in STEM fields work in STEM jobs.

H.R. 4742 encourages NSF to tackle this problem. It enhances women's ability to translate their enthusiasm, scientific expertise and research ideas into tangible products and businesses.

Inspiring American students to seek science and math careers is a goal shared by Republicans and Democrats alike. Some of the most energizing and exciting moments of my Science Committee chairmanship have been interactions with young people who want to pursue STEM studies and careers.

At various Committee hearings and robotics competitions in my district, I have encountered motivated, talented young people who want nothing more than an opportunity to pursue their dreams. And, in some cases, change the world with their ideas.

Their passion for learning and science reminds me of why I enjoy serving in Congress and on the Science Committee.

I again thank Ms. ESTY and Chairwoman COMSTOCK for their work on this bill. I urge my colleagues to join me in support of H.R. 4742.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Virginia (Mrs. COMSTOCK) that the House suspend the rules and pass the bill, H.R. 4742.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mrs. COMSTOCK. 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, further proceedings on this motion will be postponed.

INSPIRING THE NEXT SPACE PIONEERS, INNOVATORS, RESEARCHERS, AND EXPLORERS (INSPIRE) WOMEN ACT

Mrs. COMSTOCK. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4755) to inspire women to enter the aerospace field, including science, technology, engineering, and mathematics, through mentorship and outreach.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4755

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 ''Inspiring the Next Space Pioneers, Innovators, Researchers, and Explorers (INSPIRE) Women Act''.

SEC. 2. FINDINGS.

The Congress finds that—

(1) NASA GIRLS and NASA BOYS are virtual mentoring programs using commercially available video chat programs to pair National Aeronautics and Space Administration mentors with young students anywhere in the country. NASA GIRLS and NASA BOYS give young students the opportunity to interact and learn from real engineers, scientists, and technologists.

(2) The Aspire to Inspire (A2I) program engages young girls to present science, technology, engineering, and mathematics (STEM) career opportunities through the real lives and jobs of early career women at NASA.

(3) The Summer Institute in Science, Technology, Engineering, and Research (SISTER) program at the Goddard Space Flight Center is designed to increase awareness of, and provide an opportunity for, female middle school students to be exposed to and explore nontraditional career fields with Goddard Space Flight Center women engineers, mathematicians, scientists, technicians, and researchers.

SEC. 3. SUPPORTING WOMEN'S INVOLVEMENT IN THE FIELDS OF AEROSPACE AND SPACE EXPLORATION.

The Administrator of the National Aeronautics and Space Administration shall encourage women and girls to study science, technology, engineering, and mathematics, pursue careers in aerospace, and further advance the Nation's space science and exploration efforts through support of the following initiatives:

(1) NASA GIRLS and NASA BOYS.

(2) Aspire to Inspire.

(3) Summer Institute in Science, Technology, Engineering, and Research.

SEC. 4. PLAN.

Not later than 90 days after the date of enactment of this Act, the Administrator shall submit to the Committee on Science, Space, and Technology of the House of Representatives and the Committee on Commerce, Science, and Transportation of the Senate a plan for how NASA can best facilitate and support both current and retired astronauts, scientists, engineers, and innovators, including early career female astronauts, scientists, engineers, and innovators, to engage with K–12 female STEM students and inspire the next generation of women to consider participating in the fields of science, technology, engineering, and mathematics and to pursue careers in aerospace. This plan shall—

(1) report on existing activities with current and retired NASA astronauts, scientists, engineers, and innovators;

(2) identify how NASA could best leverage existing authorities to facilitate and support current and retired astronaut, scientist, engineer, and innovator participation in NASA outreach efforts;

(3) propose and describe a program specific to retired astronauts, scientists, engineers, and innovators; and

(4) identify any additional authorities necessary to institute such a program.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Virginia (Mrs. COMSTOCK) and the gentlewoman from Connecticut (Ms. ESTY) each will control 20 minutes.

The Chair recognizes the gentlewoman from Virginia.

GENERAL LEAVE

Mrs. COMSTOCK. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days to revise and extend their remarks and to include extraneous material on H.R. 4755, the bill now under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Virginia?

There was no objection.

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

Mr. Speaker, I rise again to offer another bill, H.R. 4755, the INSPIRE Act. I am pleased to lead this effort along with the chairman and ranking member of the Committee on Science, Space, and Technology, LAMAR SMITH and EDDIE BERNICE JOHNSON, as well as Congresswoman ESTY.

This bill authorizes the NASA Administrator to encourage young women to study science, technology, engineering, and mathematics, known as the STEM fields, and to pursue careers that will further advance America's space science and exploration efforts through support of NASA initiatives, such as NASA GIRLS, Aspire 2 Inspire, and the Summer Institute in Science, Technology, Engineering, and Research, SISTER.

The goal of NASA GIRLS is to create a virtual mentoring project that offers a one-of-a-kind experience to middle school students using online capabilities. I should mention there also is a NASA BOYS.

NASA's vision for Aspire 2 Inspire was to reach out to young girls and present some of the science, technology, engineering, and math career opportunities through the real lives and jobs of early career women at NASA.

The SISTER program is designed to increase awareness of and provide an

opportunity for female middle school students to be exposed to and explore nontraditional career fields with Goddard Space Flight Center women engineers, mathematicians, scientists, technicians, and researchers.

According to NASA, 58 women have traveled in space. Forty-nine of those have flown with NASA. Most Americans are familiar with Sally Ride, the first American woman in space. We all remember that special moment when this true trailblazer literally raised the bar of achievement to new heights. She accomplished this milestone in 1983.

In a lecture she gave at Berkeley later, Ride said she saw an ad for being an astronaut in the student newspaper. She said: ''The moment I saw that ad, I knew that's what I wanted to do.''

Now, imagine how so many young girls can now see so many other women and be exposed to that kind of leadership.

We cannot discuss female firsts in space without also discussing Mae Jemison, who was the first African American woman in space, also an inspired leader.

She was inspired by Sally Ride's achievement; so, she applied to the astronaut program in 1983. It was 4 long years before she received the call from NASA, and she was selected as one of 15 candidates out of roughly 2,000 applicants.

Her trip to space was aboard the Endeavor in 1992. She served as a mission specialist on *STS–47*, which was a cooperative mission between the U.S. and Japan, during which 44 life science and materials processing experiments were conducted. *STS–47* also happened to be the 50th shuttle mission for NASA.

Later in 1995, it was Eileen Collins who became the first female to command and pilot a spacecraft, *STS–63*. She also commanded two more space missions, one in 1997 aboard *STS–84*, and one in 2005 aboard *STS–114*.

This mission, *STS–114*, was another first, as she became the first astronaut—male or female—to fly a space shuttle through a 360-degree pitch maneuver so that individuals inside the International Space Station could inspect the belly of the shuttle for damage.

When asked to give advice for future astronauts, Collins stated: ''My advice to young people is go into the field you are most interested in. If you love your job, you'll do well in your job.''

I know, Mr. Speaker, from my Young Women Leadership Program, where we are able to get young girls in junior high and high school to come and hear from young leaders, hearing from these young astronauts—which we have been privileged to hear from often about all their work and the many different areas that they work in—has been one of the most popular programs.

There are many other women who have contributed to America's space-related endeavors, and we want to continue to make sure that that path is widened for them.

These women are physicists, chemists, pilots, astronauts, doctors, biologists. The list goes on. According to the women@nasa Web site today, there are more opportunities than ever before to join as we reach for the stars.

I urge you to visit the Web site—it is women.nasa.gov—to learn more. It is in these areas in the sciences that we can help ensure America remains a world leader.

These are the jobs for the 21st century that we very much want young American women to be engaged and involved in. I urge my colleagues to support the bill.

I reserve the balance of my time.

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

I rise today in support of H.R. 4755, the Inspiring the Next Space Pioneers, Innovators, Researchers, and Explorers Women Act.

This bill calls on the NASA Administrator to support initiatives that encourage girls and young women to study STEM fields and pursue careers in aerospace.

Unfortunately, women are still underrepresented in many STEM fields, including aerospace, but NASA is working hard to change that.

They have developed a number of innovative programs that aim to inspire and encourage young girls and women to pursue STEM degrees and STEM careers.

These include the NASA GIRLS program, the Aspire 2 Inspire program, and the Summer Institute in Science, Technology, Engineering, and Research, or SISTER, program.

The NASA GIRLS program is a virtual mentoring program where middle school students are mentored by NASA employees online.

The Aspire 2 Inspire program is another online program where girls and young women can watch films of women who have exciting careers at NASA. This program gives young girls a firsthand look at what a STEM career at NASA could actually entail.

The Summer Institute in Science, Technology, Engineering, and Research, the so-called SISTER program, is an intensive 1-week program where middle school girls can explore careers in science, technology, engineering, and math fields with NASA women researchers.

It is almost impossible to overstate the value of exposing young students to STEM role models who look like them.

I have seen the impact that a single encounter can have on a young person when I helped arrange a direct link between an astronaut and 3,000 students in my district when he was in the International Space Station.

It was electric and exciting and inspired everyone in that room to think about reaching beyond what they had seen and what they knew.

Without these sorts of experiences, students, especially young girls, may think careers in STEM fields are not available to them.

I am particularly supportive of this bill because it has a focus on middle school girls. Research has shown that this is a crucial time to engage girls in considering pursuing careers in science.

I have to say I myself got inspired to pursue more about science when, as a middle schooler, I was at camp and joined my fellow campers staring up at the Moon for the first spacewalk and landing on the Moon. So I know the impact that this can have on a 12- or 13-year-old.

H.R. 4755 instructs the NASA Administrator to support these programs and other programs that encourage women and girls to study science, technology, engineering, and math, as well as to pursue careers in aerospace.

The bill also calls on NASA to submit a plan to Congress on how it can best facilitate and support current and retired astronauts, scientists, engineers, and innovators to engage girls studying STEM at the K–12 grade levels.

Although retired astronauts, scientists, and engineers can help inspire the next generation of NASA scientists, early career women—astronauts, scientists, engineers and innovators—are really instrumental to the success of this plan.

It is really invaluable for young women to have experiences interacting with role models who are close to their age who are pursuing careers in the STEM fields.

I really want to thank my Committee on Science, Space, and Technology colleagues—the gentlewoman from Virginia (Mrs. COMSTOCK) for her leadership on this bill; the gentlewoman from Massachusetts (Ms. Clark); the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON), the ranking member; and the gentleman from Texas (Mr. SMITH), the chairman—for joining together in bringing this bill to the floor today.

Mr. Speaker, I ask my colleagues to support this bill. Seeing as we have no other speakers on this side, I am prepared to close.

I yield back the balance of my time.

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

Mr. Speaker, while overall employment is only projected to grow by 10 percent between 2008 and 2018, careers in STEM-related fields are expected to grow at a much faster rate of 17 percent over that same time period.

Unfortunately, current statistics show that women are less likely to focus on STEM-related studies in college and, of the women who pursue these areas of study, only 26 percent will ultimately work in STEM-related fields.

Recognizing the need not only for more women in the workforce, but for women to be leaders in the workforce, particularly in the STEM fields, I established the Young Women Leadership Program, which I previously mentioned, where we have been so thrilled

to be able to have astronauts come and speak and other people in the science and STEM-related fields and aerospace.

This has been an effective tool in guiding young women into STEM fields. I appreciate the opportunity today to join with my colleague, the gentlewoman from Connecticut (Ms. ESTY), to support both of these bills.

I ask you to support H.R. 4755, the Inspiring the Next Space Pioneers, Innovators, Researchers, and Explorers Women Act, or INSPIRE Act.

I yield back the balance of my time.

Ms. JACKSON LEE. Mr. Speaker, I rise in strong support of H.R. 4755, the Inspiring the Next Space Pioneers, Innovators, Researchers, and Explorers Women Act (INSPIRE Act).

As a senior member of the House of Representatives who has served on the House Committee on Science I am well aware of the excellent work that NASA has done to bring diversity to the space program.

Houston, where my district is located, is proud that the Johnson Center calls our city home.

Earlier this year, I offered two amendments that were adopted for inclusion in H.R. 2262, the SPACE Act, which improve diversity in future space programs.

One Jackson Lee Amendment facilitates the participation of HBCUs, Hispanic Serving Institutions; National Indian institutions, in fellowships, work-study, and employment opportunities in the emerging commercial space industry.

The second Jackson Lee Amendment requires work with small business concerns owned and controlled by women and minorities.

One of the most enduring difficulties faced by underrepresented populations in the STEM field is a lack of awareness and understanding of the connection between STEM and employment opportunities.

In 2012, a survey found that despite the nation's growing demand for more workers in science, technology, engineering, and math grows, the skills gap among the largest ethnic and racial minorities groups remain stubbornly wide.

Blacks and Latinos account for only 7 percent, of the STEM workforce despite representing 28 percent of the U.S. population.

I have worked hard to help small business owners to fully realize their potential.

That is why I support entrepreneurial development programs, including the Small Business Development Center and Women's Business Center programs.

Statistics show that women remain underrepresented in the science and engineering workforce, although to a lesser degree than in the past, with the greatest disparities occurring in engineering, computer science, and the physical sciences (NSF, Science & Engineering Indicators, 2014).

Female scientists and engineers are concentrated in different occupations than are men, with relatively high shares of women in the social sciences (58 percent); biological and medical sciences (48 percent); relatively low shares in engineering (13 percent); computer and mathematical sciences (25 percent) (NSF, Science & Engineering Indicators, 2014).

According to the U.S. Labor Department, although women make up nearly 50% of the total U.S. workforce their representation in science and engineering occupations is much less. 39 percent of chemists and material scientists are women; 27.9 percent of environmental scientists and geoscientists are women; 15.6 percent of chemical engineers are women; 12.1 percent of civil engineers are women; 8.3 percent of electrical and electronics engineers are women; 17.2 percent of industrial engineers are women; and 7.2 percent of mechanical engineers are women.

These statistics show that measures need to be taken in order to promote women participation in the fields of science, technology, engineering, and mathematics and to pursue careers in aerospace.

H.R. 4755 is intended to establish paths for success at NASA for girls and boys, such as establishing. The following programs: NASA GIRLS and NASA BOYS, virtual mentoring programs, that give young students the opportunity to interact and learn from real engineers, scientists, and technologists; Aspire to Inspire (A2I) program, which engages young girls to present science, technology, engineering, and mathematics STEM career opportunities through the real lives and jobs of early career women at NASA; and Summer Institute in Science, Technology, Engineering, and Research (SISTER) program at the Goddard Space Flight Center, which is designed to increase awareness of, and provide an opportunity for, female middle school students to be exposed to and explore nontraditional career fields with Goddard Space Flight Center women engineers, mathematicians, scientists, technicians, and researchers.

I urge my colleagues to join me in voting to pass H.R. 4755.

Mr. SMITH of Texas. Mr. Speaker, science, technology, engineering and math are critical to America's future prosperity.

Women are unfortunately underrepresented in STEM careers. Despite representing nearly half of the college-educated and total U.S. workforce, women account for less than 25 percent of America's STEM workforce.

Supporting women's involvement in the fields of aerospace and space exploration should be an important part of NASA's mission.

Current NASA programs such as NASA GIRLS and NASA BOYS are important and give young students the opportunity to interact and learn from real NASA engineers, scientists, and technologists.

They provide virtual mentoring that use commercially available video chat programs to pair NASA innovators with young students across the country.

H.R. 4755 builds upon this success. It leverages NASA's talent pool of current and retired astronauts, and early career female scientists, engineers, and innovators to inform and inspire young women to pursue their dreams in science, technology, engineering, and mathematics. One day, these young people will push the boundaries of space.

Space can be a catalyst for inspiring young girls to enter the STEM fields. By doing our part to support their engagement in space with this legislation, we are investing in the futures of our daughters, nieces, and grandchildren.

I again want to thank the bill sponsor, Research and Technology Subcommittee Chairwoman COMSTOCK for her leadership on this topic. I encourage my colleagues to support this bill.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Virginia (Mrs. COMSTOCK) that the House suspend the rules and pass the bill, H.R. 4755.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mrs. COMSTOCK. 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, further proceedings on this motion will be postponed.

□ 1330

OCMULGEE MOUNDS NATIONAL HISTORICAL PARK BOUNDARY REVISION ACT OF 2016

Mr. MCCLINTOCK. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 482) to redesignate Ocmulgee National Monument in the State of Georgia and revise its boundary, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 482

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 ''Ocmulgee Mounds National Historical Park Boundary Revision Act of 2016''.

SEC. 2. DEFINITIONS.

In this Act:

(1) MAP.—The term ''map'' means the map entitled ''Ocmulgee National Monument Proposed Boundary Adjustment, numbered 363/125996'', and dated January 2016.

(2) HISTORICAL PARK.—The term ''Historical Park'' means the Ocmulgee Mounds National Historical Park in the State of Georgia, as redesignated in section 3.

(3) SECRETARY.—The term ''Secretary'' means the Secretary of the Interior.

SEC. 3. OCMULGEE MOUNDS NATIONAL HISTORICAL PARK.

(a) REDESIGNATION.—Ocmulgee National Monument, established pursuant to the Act of June 14, 1934 (48 Stat. 958), shall be known and designated as ''Ocmulgee Mounds National Historical Park''.

(b) REFERENCES.—Any reference in a law, map, regulation, document, paper, or other record of the United States to ''Ocmulgee National Monument'', other than in this Act, shall be deemed to be a reference to ''Ocmulgee Mounds National Historical Park''.

SEC. 4. BOUNDARY ADJUSTMENT.

(a) IN GENERAL.—The boundary of the Historical Park is revised to include approximately 2,100 acres, as generally depicted on the map.

(b) AVAILABILITY OF MAP.—The map shall be on file and available for public inspection in the appropriate offices of the National Park Service, the Department of the Interior.

SEC. 5. LAND ACQUISITION; NO BUFFER ZONES.

(a) LAND ACQUISITION.—The Secretary is authorized to acquire land and interests in land within the boundaries of the Historical Park by donation or exchange only (and in the case of an exchange, no payment may be made by the Secretary to any landowner). The Secretary may not acquire by condemnation any land or interest in land within the boundaries of the Historical Park. No private property or non-