

for. So this will help with that pipeline.

Mr. Speaker, I encourage my colleagues to support this legislation, and I yield back the balance of my time.

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. 4375, as amended.

The question was taken.

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

□ 1745

WOMEN IN AEROSPACE EDUCATION ACT

Mr. KNIGHT. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4254) to amend the National Science Foundation Authorization Act of 2002 to strengthen the aerospace workforce pipeline by the promotion of Robert Noyce Teacher Scholarship Program and National Aeronautics and Space Administration internship and fellowship opportunities to women, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4254

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 “Women in Aerospace Education Act”.

SEC. 2. ROBERT NOYCE TEACHER SCHOLARSHIP PROGRAM FELLOWSHIP OPPORTUNITIES.

(a) IN GENERAL.—The National Science Foundation Authorization Act of 2002 (Public Law 107–368; 42 U.S.C. 1862n et seq.) is amended—

(1) in section 10(a)(3)(A)(iv), by inserting “, including research experiences at national laboratories and NASA centers” before the semicolon; and

(2) in section 10A(c)(4)—

(A) in subparagraph (A), by striking “and” at the end;

(B) in subparagraph (B), by striking the period at the end and inserting “; and”; and

(C) by adding at the end the following:

“(C) providing internship opportunities for fellows, including research experiences at national laboratories and NASA Centers.”.

(b) EFFECTIVE DATE.—The amendments made by subsection (a) shall apply with respect to grants awarded on or after October 1, 2018.

SEC. 3. NASA INTERNSHIP AND FELLOWSHIP OPPORTUNITIES.

Not later than October 1, 2018, the Administrator of the National Aeronautics and Space Administration (in this section referred to as “NASA”) shall institute a process to prioritize the recruitment of qualified candidates who are women or individuals who are historically underrepresented in the fields of science, technology, engineering, and mathematics (STEM) and computer science for internships and fellowships at NASA with relevance to the aerospace sector and related fields.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from California (Mr. KNIGHT) and the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) each will control 20 minutes.

The Chair recognizes the gentleman from California.

GENERAL LEAVE

Mr. KNIGHT. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days to revise and extend their remarks and include extraneous material on H.R. 4254, the bill now under consideration.

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

There was no objection.

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

Mr. Speaker, I am taking this opportunity to speak on an important initiative to strengthen our aerospace workforce. H.R. 4254, the Women in Aerospace Education Act, directs the National Science Foundation through the Robert Noyce Teacher Scholarship Program and NASA, to shape their fellowship and internship opportunities to encourage more women to get aerospace expertise while they are training to be teachers.

Female aerospace professionals must be placed in the classroom in greater numbers. A full fifth of U.S. aerospace engineers are of retirement age today. They are beginning to exit our workforce, which will create an enormous shortfall in our national security preparedness.

Meanwhile, women represent only one-quarter of all STEM workers and represent only about 15 percent of all aerospace engineers. We need to improve our STEM education pipeline—from ensuring STEM classes are available to students at a young age to encouraging young Americans to pursue STEM education all the way through to completing their degree.

But the gender gap that is so prevalent in this industry will persist until we make STEM and aerospace more inclusive of women and encourage women at a young age to pursue these fields.

Attitudes about career paths are formed at a very young age. The role models and leaders from which young women learn have an enormous impact on the decisions they make throughout their formal education as they enter the workforce.

I introduced the Women in Aerospace Education Act to make better use of some of the Federal Government's best teacher training programs to increase the number of women teachers who have seen, worked on, and can relate to the Nation's leading aerospace programs to young female students.

Robert Noyce scholars, who get teacher certification assistance from the National Science Foundation, are already, in small numbers, getting experience in NASA centers and the national labs.

Once they become certified and go teach in the K–12 system, they draw

upon the work they did on major public initiatives in science and technology. Schools love having Noyce program teachers because their strong positive attitudes about STEM are cultivated in the students. It will strengthen our STEM pipeline to enhance the connection between the Noyce scholarship program and our schools.

The second provision of this bill directs NASA to more actively promote its internship and fellowship opportunities to women or members of other historically underrepresented groups.

Together, the two provisions of this bill will help a necessary and fundamental shift in our education system in aerospace workforce.

I would like to thank Ms. ESTY for her help on this bill, and I encourage my colleagues to support this legislation.

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

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I yield myself such time as I may consume. I rise in support of H.R. 4254, the Women in Aerospace Education Act.

I want to thank Mr. KNIGHT and Ms. ESTY for introducing this bill. Women continue to be woefully underrepresented in the aerospace sector. According to the Bureau of Labor Statistics, women made up only 8 percent of aerospace engineers last year. While we are inspired by the career of NASA astronaut Peggy Whitson, who holds the U.S. record for days in space, we must do more to ensure that successes like hers are the rule and not the exception.

H.R. 4254 will help address the underrepresentation of women at all levels in aerospace education and in the workforce by privatizing the recruitment of qualified women to apply for NASA internships and fellowships. Some of these women will go on to be STEM teachers, and others will have research or industry careers. They will all benefit from participating in the NASA programs, and I urge my colleagues to support this bill.

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

Mr. KNIGHT. Mr. Speaker, I have no further speakers. I continue to reserve the balance of my time.

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

Ms. ESTY of Connecticut. Mr. Speaker, I rise in support of the Women in Aerospace Education Act. I want to thank my friend and colleague, Congressman KNIGHT, for working with me to address critical workforce needs and bridge the gender gap in the aerospace industry.

Mr. Speaker, quite simply, we do not have enough skilled aerospace workers in America, and the problem is growing worse. According to a 2015 Aviation Week Workforce Study, nearly one-fifth—one-fifth—of our aerospace engineers are now eligible for retirement. What is more, women only account for

about 15 percent of all aerospace engineers. That means that women represent a tremendous opportunity, an untapped resource for a sector vital to our economy and to our national security.

Bringing women to the table is not only the right thing to do, it is the smart and necessary thing to do in order to keep America competitive in a 21st century economy.

Women provide new and essential perspective in the workplace, driving innovation and strengthening our ability to address new challenges. With an aging workforce, we must do everything in our power to broaden and deepen the pool of skilled workers and provide all Americans with the skills they need to compete in a global economy.

Aerospace companies in northwest and central Connecticut, like Ensign-Bickford, Praxair, and United Technologies Corporation, have shared with me for years their concerns about this aging workforce. That is because they are looking down the line, and they know that if they don't diversify their workforce soon, shortages of skilled workers could force these companies to relocate or even leave the United States.

Our bill, the Women in Aerospace Education Act, addresses the need to expand and diversify the STEM workforce in two ways.

First, our bill supports hands-on experiences for teachers. The Women in Aerospace Education Act does this by encouraging universities applying for Noyce grants to incorporate aerospace working and learning experiences at the national laboratories and NASA centers into their fellowship programs.

Second, our bill specifically targets diversifying the aerospace workforce by allowing the National Science Foundation to prioritize women and other underrepresented groups working in aerospace engineering when awarding the Robert Noyce Teacher Scholarship grants.

Noyce teacher grants play a vital role in placing STEM teachers in rural or lower-income school districts, which all too often do not have access to the resources, to give students robust hands-on science. Our bill will help ensure that more female STEM teachers will enter classrooms with firsthand knowledge of how aerospace technologies are strengthening America's future.

This is important. This is important because it is a fact that girls who have women science teachers are more likely to consider a career in the sciences, and teachers who are exposed to hands-on, real-life science are better able to kindle that interest in science among their students.

Let me give you an example of what a difference these efforts will make. Kelley Johnson is a member of my STEM Advisory Board. She is a founder and president of Doors to Explore, Incorporated, a startup in my district

that provides an online resource for young people to explore STEM careers.

Growing up, Kelley had no idea what aerospace engineering was; that is, until a local company donated a Wang computer to her high school, which allowed her to take her first computer science classes. Kelley went on to work at NASA where she designed electronics for two satellites. Her time at NASA was instrumental in developing her critical thinking skills and provided her with an even stronger foundation in STEM that she has used in every job since.

Kelley's early exposure to computer science and her work at NASA launched her into a successful career in STEM, and she is now sharing that with a new generation of students.

I am committed to making Kelley's experience available to young women and men all across this country who would thrive from mentorship from female science teachers or work experience at NASA or the national labs.

Mr. Speaker, I thank Congressman KNIGHT for his leadership on this bill and on this important issue. I urge my colleagues to support the Women in Aerospace Education Act.

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

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I have no further requests for time. I urge passage, and I yield back the balance of my time.

Mr. KNIGHT. Mr. Speaker, I think Members can hear that we have got passion here, and Ms. JOHNSON, Ms. ESTY, and I believe that talk is cheap, and this is actually going to do something. If we are going to talk about STEM continually, and we are going to try and push this maybe into an arena that hasn't been pushed before, then let's do something. That is exactly what this is doing.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from California (Mr. KNIGHT) that the House suspend the rules and pass the bill, H.R. 4254, as amended.

The question was taken.

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

Mr. KNIGHT. 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.

UNITED STATES AND ISRAEL SPACE COOPERATION ACT

Mr. DUNN. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 1159) to provide for continuing cooperation between the National Aeronautics and Space Administration and the Israel Space Agency, and for other purposes, as amended.

The Clerk read the title of the bill. The text of the bill is as follows:

H.R. 1159

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 "United States and Israel Space Cooperation Act".

SEC. 2. FINDINGS.

The Congress finds that—

(1) authorized in 1958, the National Aeronautics and Space Administration (NASA) supports and coordinates United States Government research in aeronautics, human exploration and operations, science, and space technology;

(2) established in 1983, the Israel Space Agency (ISA) supports the growth of Israel's space industry by supporting academic research, technological innovation, and educational activities;

(3) the mutual interest of the United States and Israel in space exploration affords both nations an opportunity to leverage their unique abilities to advance scientific discovery;

(4) in 1996, NASA and the ISA entered into their first agreement outlining areas of mutual cooperation, which remained in force until 2005;

(5) since 1996, NASA and the ISA have successfully cooperated on many space programs supporting the Global Positioning System and research related to the sun, earth science, and the environment;

(6) the bond between NASA and the ISA was permanently forged on February 1, 2003, with the loss of the crew of STS-107 including Israeli Astronaut Ilan Ramon;

(7) the United States-Israel Strategic Partnership Act of 2014 (Public Law 113-296) designated Israel as a Major Strategic Partner of the United States; and

(8) on October 13, 2015, the United States and Israel signed the Framework Agreement between the National Aeronautics and Space Administration of the United States of America and the Israel Space Agency for Cooperation in Aeronautics and the Exploration and Use of Airspace and Outer Space for Peaceful Purposes.

SEC. 3. CONTINUING COOPERATION.

The Administrator of the National Aeronautics and Space Administration shall continue to work with the Israel Space Agency to identify and cooperatively pursue peaceful space exploration and science initiatives in areas of mutual interest, taking all appropriate measures to protect sensitive information, intellectual property, trade secrets, and economic interests of the United States.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Florida (Mr. DUNN) and the gentleman from Texas (Ms. EDDIE BERNICE JOHNSON) each will control 20 minutes.

The Chair recognizes the gentleman from Florida.

GENERAL LEAVE

Mr. DUNN. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days to revise and extend their remarks and to include extraneous material on H.R. 1159, the bill now under consideration.

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

There was no objection.

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

Mr. Speaker, the United States and Israel Space Cooperation Act deserves