

Mr. MASSIE. 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.

MESSAGE FROM THE SENATE

A message from the Senate by Ms. Byrd, one of its clerks, announced that the Senate has passed without amendment bills of the House of the following titles:

H.R. 1733. An act to direct the Secretary of Energy to review and update a report on the energy and environmental benefits of the refining of used lubricating oil.

H.R. 4819. An act to promote inclusive economic growth through conservation and biodiversity programs that facilitate transboundary cooperation, improve natural resource management, and build local capacity to protect and preserve threatened wildlife species in the greater Okavango River Basin of southern Africa.

H.R. 5787. An act to amend the Coastal Barrier Resources Act to give effect to more accurate maps of units of the John H. Chafee Coastal Barrier Resources System that were produced by digital mapping of such units, and for other purposes.

H.R. 7327. An act to require the Secretary of Homeland Security to establish a security vulnerability disclosure policy, to establish a bug bounty program for the Department of Homeland Security, to amend title 41, United States Code, to provide for Federal acquisition supply chain security, and for other purposes.

The message also announced that the Senate has passed with amendments in which the concurrence of the House is requested, bills of the House of the following titles:

H.R. 767. An act to establish the Stop, Observe, Ask, and Respond to Health and Wellness Training pilot program to address human trafficking in the health care system.

H.R. 5509. An act to direct the National Science Foundation to provide grants for research about STEM education approaches and the STEM-related workforce, and for other purposes.

The message also announced that the Senate has passed bills of the following titles in which the concurrence of the House is requested:

S. 79. An act to provide for the establishment of a pilot program to identify security vulnerabilities of certain entities in the energy sector.

S. 512. An act to modernize the regulation of nuclear energy.

S. 1023. An act to reauthorize the Tropical Forest Conservation Act of 1998 through fiscal year 2021, and for other purposes.

S. 3611. An act to amend the Internal Revenue Code of 1986 and the Higher Education Act of 1965 to facilitate the disclosure of tax return information to carry out the Higher Education Act of 1965, and for other purposes.

S. 3800. An act to designate the United States courthouse located at 351 South West Temple in Salt Lake City, Utah, as the "Orrin G. Hatch United States Courthouse".

The message also announced that pursuant to the provisions of Public Law 106-398, as amended by Public Law 108-7, the Chair, on behalf of the Demo-

cratic Leader, and in consultation with the Ranking Members of the Senate Committee on Armed Services and the Senate Committee on Finance, announces the appointment of the following individual to serve as a member of the United States-China Economic Security Review Commission:

Thea M. Lee of the District of Columbia for a term expiring December 31, 2020.

□ 1245

INNOVATIONS IN MENTORING, TRAINING, AND APPRENTICESHIPS ACT

Mr. SMITH of Texas. Mr. Speaker, I move to suspend the rules and concur in the Senate amendment to the bill (H.R. 5509) to direct the National Science Foundation to provide grants for research about STEM education approaches and the STEM-related workforce, and for other purposes.

The Clerk read the title of the bill.

The text of the Senate amendment is as follows:

Senate amendment:

Strike all after the enacting clause and insert the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the "Innovations in Mentoring, Training, and Apprenticeships Act".

SEC. 2. FINDINGS.

Congress finds the following:

(1) To remain competitive in the global economy, foster greater innovation, and provide a foundation for shared prosperity, the United States needs a workforce with the right mix of skills to meet the diverse needs of the economy.

(2) Evidence indicates that the returns on investments in technical skills in the labor market are strong when students successfully complete their education and gain credentials sought by employers.

(3) The responsibility for developing and sustaining a skilled technical workforce is fragmented across many groups, including educators, students, workers, employers, Federal, State, and local governments, civic associations, and other stakeholders. Such groups need to be able to coordinate and cooperate successfully with each other.

(4) Coordination among students, community colleges, secondary and post-secondary institutions, and employers would improve educational outcomes.

(5) Promising experiments currently underway may guide innovation and reform, but scalability of some of those experiments has not yet been tested.

(6) Evidence suggests that integration of academic education, technical skills development, and hands-on work experience improves outcomes and return on investment for students in secondary and post-secondary education and for skilled technical workers in different career stages.

(7) Outcomes show that mentoring can increase STEM student engagement and the rate of completion of STEM post-secondary degrees.

SEC. 3. NATIONAL SCIENCE FOUNDATION STEM INNOVATION AND APPRENTICESHIP GRANTS.

Section 3 of the Scientific and Advanced-Technology Act of 1992 (42 U.S.C. 1862i) is amended—

(1) by redesignating subsections (d) through (g) as subsections (g) through (j), respectively;

(2) by inserting after subsection (c) the following:

“(d) GRANTS FOR ASSOCIATE DEGREE PROGRAMS IN STEM FIELDS.—

“(1) IN-DEMAND WORKFORCE GRANTS.—The Director shall award grants to junior or community colleges to develop or improve associate degree or certificate programs in STEM fields, with respect to the region in which the respective college is located, and an in-demand industry sector or occupation.

“(2) APPLICATIONS.—In considering applications for grants under paragraph (1), the Director shall prioritize—

“(A) applications that consist of a partnership between the applying junior or community college and individual employers or an employer consortia, or industry or sector partnerships, and may include a university or other organization with demonstrated expertise in academic program development;

“(B) applications that demonstrate current and future workforce demand in occupations directly related to the proposed associate degree or certificate program;

“(C) applications that include commitments by the partnering employers or employer consortia, or industry or sector partnerships, to offer apprenticeships, internships, or other applied learning opportunities to students enrolled in the proposed associate degree or certificate program;

“(D) applications that include outreach plans and goals for recruiting and enrolling women and other underrepresented populations in STEM fields in the proposed associate degree or certificate program; and

“(E) applications that describe how the applying junior or community college will support the collection of information and data for purposes of evaluation of the proposed associate degree or certificate program.

“(e) GRANTS FOR STEM DEGREE APPLIED LEARNING OPPORTUNITIES.—

“(1) IN GENERAL.—The Director shall award grants to institutions of higher education partnering with private sector employers or private sector employer consortia, or industry or sector partnerships, that commit to offering apprenticeships, internships, research opportunities, or applied learning experiences to enrolled students in identified STEM baccalaureate degree programs.

“(2) PURPOSES.—Awards under this subsection may be used—

“(A) to develop curricula and programs for apprenticeship, internships, research opportunities, or applied learning experiences; or

“(B) to provide matching funds to incentivize partnership and participation by private sector employers and industry.

“(3) APPLICATIONS.—In considering applications for grants under paragraph (1), the Director shall prioritize—

“(A) applicants that consist of a partnership between—

“(i) the applying institution of higher education; and

“(ii) individual employers or an employer consortia, or industry or sector partnerships;

“(B) applications that demonstrate current and future workforce demand in occupations directly related to the identified STEM fields;

“(C) applications that include outreach plans and goals for recruiting and enrolling women and other underrepresented populations in STEM fields; and

“(D) applications that describe how the institution of higher education will support the collection and information of data for purposes of the evaluation of identified STEM degree programs.

“(f) GRANTS FOR COMPUTER-BASED AND ONLINE STEM EDUCATION COURSES.—

“(1) IN GENERAL.—The Director of the National Science Foundation shall award competitive grants to institutions of higher education or nonprofit organizations to conduct research on student outcomes and determine best practices for STEM education and technical skills education through distance learning or in a simulated work environment.

“(2) RESEARCH AREAS.—The research areas eligible for funding under this subsection may include—

“(A) post-secondary courses for technical skills development for STEM occupations;

“(B) improving high-school level career and technical education in STEM subjects;

“(C) encouraging and sustaining interest and achievement levels in STEM subjects among women and other populations historically underrepresented in STEM studies and careers; and

“(D) combining computer-based and online STEM education and skills development with traditional mentoring and other mentoring arrangements, apprenticeships, internships, and other applied learning opportunities.”;

(3) in subsection (a)(3)(A), by striking the comma and inserting a semicolon;

(4) in subsection (c)(1)(B)(iv), by striking “subsection (f)(3)” and inserting “subsection (i)(3)”;

(5) in subsection (h), as redesignated—

(A) in the heading, by striking “LIMITATION ON FUNDING” and inserting “FUNDING”;

(B) by inserting “(3) LIMITATION ON FUNDING.—” before “To qualify” and indenting appropriately; and

(C) by inserting before paragraph (3), as redesignated, the following:

“(1) FUNDING.—The Director shall allocate out of amounts made available for the Education and Human Resources Directorate—

“(A) up to \$5,000,000 to carry out the activities under subsection (d) for each of fiscal years 2019 through 2022, subject to the availability of appropriations;

“(B) up to \$2,500,000 to carry out the activities under subsection (e) for each of fiscal years 2019 through 2022, subject to the availability of appropriations; and

“(C) up to \$2,500,000 to carry out the activities under subsection (f) for each of fiscal years 2019 through 2022, subject to the availability of appropriations.

“(2) LIMITATION ON FUNDING.—Amounts made available to carry out subsections (d), (e), and (f) shall be derived from amounts appropriated or otherwise made available to the National Science Foundation.”; and

(6) in subsection (j), as redesignated—

(A) in paragraph (4), by striking “; and” and inserting a semicolon;

(B) by redesignating paragraph (5) as paragraph (7); and

(C) by inserting after paragraph (4) the following:

“(5) the term ‘in-demand industry sector or occupation’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102);

“(6) the term ‘junior or community college’ has the meaning given the term in section 312 of the Higher Education Act of 1965 (20 U.S.C. 1058);”;

(D) by adding at the end the following:

“(8) the term ‘region’ means a labor market area, as that term is defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); and

“(9) the terms ‘mathematics, science, engineering, or technology’ or ‘STEM’ mean science, technology, engineering, and mathematics, including computer science.”.

SEC. 4. RESEARCH ON EFFICIENCY OF SKILLED TECHNICAL LABOR MARKETS.

(a) EFFICIENCY OF SKILLED TECHNICAL LABOR MARKETS.—The Director of the National Science Foundation, working through the Directorate of Social, Behavioral & Economic Sciences, in coordination with the Secretary of Labor, shall support research on labor market analysis innovations, data and information sciences, electronic information tools and methodologies, and metrics.

(b) SKILLED TECHNICAL WORKFORCE.—

(1) REVIEW.—The National Center for Science and Engineering Statistics of the National

Science Foundation shall consult and coordinate with other relevant Federal statistical agencies, including the Institute of Education Sciences of the Department of Education, and the Committee on Science, Technology, Engineering, and Mathematics Education of the National Science and Technology Council established under section 101 of the America COMPETES Act of 2010 (Public Law 111-358), to explore the feasibility of expanding its surveys to include the collection of objective data on the skilled technical workforce.

(2) REPORT.—Not later than 1 year after the date of enactment of this Act, the Director of the National Science Foundation shall submit to Congress a report on the progress made in expanding the National Center for Science and Engineering Statistics surveys to include the skilled technical workforce, including a plan for multi-agency collaboration to improve data collection and reporting of data on the skilled technical workforce.

(3) DEFINITION OF SKILLED TECHNICAL WORKFORCE.—The term “skilled technical workforce” means workers with high school diplomas and two-year technical training or certifications who employ significant levels of STEM knowledge in their jobs.

SEC. 5. EVALUATION AND REPORT.

(a) EVALUATION.—

(1) IN GENERAL.—Not later than 2 years after the date of enactment of this Act, the Director of the National Science Foundation shall evaluate the grant programs established under subsections (d), (e), and (f) of section 3 of the Scientific and Advanced-Technology Act of 1992 (42 U.S.C. 1862i), as amended by this Act.

(2) REQUIREMENTS.—In conducting the evaluation under paragraph (1), the Director shall—

(A) use a common set of benchmarks and assessment tools to identify best practices and materials developed or demonstrated by the research conducted pursuant to such grants and programs under subsection (f) of that section;

(B) include an assessment of the effectiveness of the grant programs in expanding apprenticeships, internships, and other applied learning opportunities offered by employers in conjunction with junior or community colleges, or institutions of higher education, as applicable;

(C) assess the number of students who participated in the grant programs; and

(D) assess the percentage of students participating in the grant programs who successfully complete their education programs.

(b) REPORT ON EVALUATIONS.—Not later than 180 days after the date the evaluation under subsection (a) is complete, the Director of the National Science Foundation shall submit to Congress and the Secretary of Education, and make widely available to the public, a report on the results of the evaluation, including any recommendations for legislative action that could optimize the effectiveness of the grant programs.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Texas (Mr. SMITH) and the gentlewoman from Oregon (Ms. BONAMICI) 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 to revise and extend their remarks and to include extraneous material on H.R. 5509, the bill now 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.

Mr. Speaker, H.R. 5509, the IMT Apprenticeships Act, was introduced by Majority Leader KEVIN MCCARTHY with my support and that of the ranking minority member of the Science, Space, and Technology Committee. It increases our STEM workforce and improves our national competitiveness.

The IMT Apprenticeships Act directs the National Science Foundation to fund initiatives that support innovative partnerships between academic institutions and local industries. These programs combine formal education with work experiences such as apprenticeships, pairing local employers with the STEM industry.

This bill also requires the NSF to conduct research on market analysis innovations and America's skilled technical workforce.

I would like to thank Leader MCCARTHY, Ranking Member EDDIE BERNICE JOHNSON, and Senate Commerce Chairman JOHN THUNE for their efforts on this bipartisan bill. The IMT Apprenticeships Act enhances America's STEM competitiveness and contributes to our future economic prosperity.

Mr. Speaker, I urge its support, and I reserve the balance of my time.

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

Mr. Speaker, I rise in support of H.R. 5509, the Innovations in Mentoring, Training, and Apprenticeships Act. I thank Majority Leader MCCARTHY for introducing this good legislation. In the interest of time, I will be placing extended remarks in the RECORD today.

I rise in support of H.R. 5509, the Innovations in Mentoring, Training, and Apprenticeships Act. I thank Majority Leader MCCARTHY for introducing this good legislation.

Building a STEM workforce that can meet the demands of our continually evolving economy is one of the most pressing challenges we face today. With a persistent and widening STEM skills gap, companies in all sectors continue to struggle to meet their needs for skilled technical workers. We must do more to ensure we are preparing a workforce that can keep pace with these demands, and not just in the near term.

Apprenticeships are a promising approach to bridging this gap. By investing in education and on-the-job training for their workers, employers can develop a workforce equipped with skills tailored to their specific needs. After completing an apprenticeship program, workers are on the path to a long-term, well-paying career.

H.R. 5509 directs the National Science Foundation to provide grants for developing or improving associate, certificate, and applied learning programs at community colleges and universities in partnership with employers. This bill also directs NSF to support research on the skilled technical labor market. These are important steps in the right direction.

In order to build a strong skilled technical workforce we must do more to expand access to these careers. Women make up nearly half of the workforce but only 6 percent of apprentices. I am glad this bill highlights the need for better outreach and I look forward to exploring what more can be done to ensure women and other underrepresented minorities have the

same opportunities to benefit from apprenticeships.

I urge my colleagues to support this bill.

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

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

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I would like to speak in support of H.R. 5509, the innovations in Mentoring, Training, and Apprenticeships Act. I comment Majority Leader MCCARTHY for his leadership in addressing this important issue with this legislation.

I am heartened to see so much attention being paid to the importance of developing a STEM workforce that is equipped to meet the demands of an increasingly automated and technology-driven economy. As Ranking Member of the Science Committee, I am committed to ensuring all students and individuals seeking a career change have access to the education and technical skills training they need to pursue high-paying, meaningful STEM careers.

It is high time we as a society recognize the value of apprenticeships as avenues to high quality careers. We have work to do to change the perception of skilled technical labor and it starts by recognizing that our STEM workforce includes so much more than just those with advanced STEM degrees.

A strong STEM workforce is built on the foundation of blue collar STEM workers—workers who use their extensive STEM knowledge and skills day in and day out without the need for a traditional four-year degree.

Blue collar STEM workers contribute to our nation's economic competitiveness in immeasurable ways. What good is it for a company to have the most innovative engineers and scientists if they don't have the laboratory managers, technicians, mechanics, IT workers, machinists, and welders to transform their ideas into reality? We will need more blue collar STEM workers if we are to keep pace with our global competitors.

One key barrier to developing a strong STEM workforce is the misalignment between the education and training provided at community colleges and universities and the knowledge and skills employers need. H.R. 5509 takes us in the right direction by directing federal support for developing and improving STEM associate degree and applied learning programs in partnership with local employers.

In the new congress I look forward to continuing to explore ways in which Congress can help strengthen the blue collar STEM workforce that is so vital to our success.

I urge my colleagues to support this bill.

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 concur in the Senate amendment to the bill, H.R. 5509.

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. MASSIE. 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.

NASA ENHANCED USE LEASING EXTENSION ACT OF 2018

Mr. SMITH of Texas. Mr. Speaker, I move to suspend the rules and pass the bill (S. 7) to amend title 51, United States Code, to extend the authority of the National Aeronautics and Space Administration to enter into leases of non-excess property of the Administration.

The Clerk read the title of the bill.

The text of the bill is as follows:

S. 7

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 “NASA Enhanced Use Leasing Extension Act of 2018”.

SEC. 2. EXTENSION OF AUTHORITY TO ENTER INTO LEASES OF NON-EXCESS PROPERTY OF THE NATIONAL AERONAUTICS AND SPACE ADMINISTRATION.

Section 2045(g) of title 51, United States Code, is amended by striking “December 31, 2018” and inserting “December 31, 2019”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Texas (Mr. SMITH) and the gentlewoman from Oregon (Ms. BONAMICI) 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 to revise and extend their remarks and include extraneous material on S. 7, the bill now 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.

Mr. Speaker, the bipartisan NASA Enhanced Use Leasing Extension Act of 2018 facilitates commercial access to NASA infrastructure and facilities.

NASA's enhanced use lease authority gives NASA a crucial tool to partner with the private sector. For instance, NASA used EUL authority to lease SpaceX, the historic Apollo and Space Shuttle launch Pad 39A, promoting the transition from all-government space activities to commercial ventures.

I would like to thank Senator ROGER WICKER for his initiative on this bill which allows NASA to continue to implement this key authority while Congress works out a long-term solution to NASA's use of excess property.

Mr. Speaker, I urge its support, and I reserve the balance of my time.

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

Mr. Speaker, I rise in support of S. 7, the NASA Enhanced Use Leasing Extension Act of 2018. In the interest of time, I will be placing extended remarks in the RECORD. Let me just say that this is a commonsense bill to extend an authority that helps NASA more efficiently manage its assets.

I rise in support of S.7, the “NASA Enhanced Use Lease Extension Act of 2018”.

Enhanced use leasing, or “EUL” allows the National Aeronautics and Space Administration—NASA—to enter into agreements with state and local governments, academia, private sector entities, and other Federal government agencies to lease non-excess and underutilized properties at NASA.

NASA's EUL authority allows the agency to accept lease revenues, in turn helping NASA to reduce operating costs and make improvements to facility conditions. The EUL authority helps NASA manage the agency's real property, including the preservation of underutilized or unique, historic properties. According to NASA, in Fiscal Year 2017, five NASA Centers used enhanced use leasing resulting in a total of approximately \$5.4 million in net revenue for the agency.

Congress granted NASA authority to demonstrate enhanced use leasing at two NASA Field Centers as part the Fiscal Year 2003 Consolidated Appropriations Resolution. The Fiscal Year 2009 Omnibus Appropriations Act expanded the authority to agency-wide use. Since then, the authority has been amended in 2008, and further amended in 2012 to allow NASA to accept in-kind considerations for leases for the purpose of developing renewable energy production facilities.

The NASA Transition Authorization Act of 2017—Public Law 115–10—extended NASA's EUL authority until December 31, 2018.

The bill we are considering today provides a clean one-year extension until December 31, 2019. This extension will allow NASA to continue existing EUL arrangements and to make progress on developing new arrangements that are currently underway.

I urge my colleagues to pass S.7, the “NASA Enhanced Use Lease Extension Act of 2018.”

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

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

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I support passage of S. 7, the “NASA Enhanced Use Lease Extension Act of 2018”.

NASA's enhanced use leasing or “EUL” authority provides the agency with tools to help manage its real property. NASA has, for example, used EUL to preserve underutilized property and make improvements to facility conditions.

EUL allows the National Aeronautics and Space Administration—NASA—to enter into agreements with state and local governments, academia, private sector entities, and other Federal government agencies to lease non-excess and underutilized properties at NASA.

According to NASA, in Fiscal Year 2017, NASA used enhanced use leasing resulting in a total of approximately \$5.4 million in net revenue for the agency.

Congress first granted NASA authority to demonstrate enhanced use leasing in the early 2000s. Since that time, Congress has expanded and extended the agency's EUL authority.

The NASA Transition Authorization Act of 2017—Public Law 115–10—extended NASA's EUL authority until December 31, 2018.

The bill we are considering today provides a clean one-year extension until December 31,