

competitively selected to be sited at Michigan State University. This facility will enable researchers to advance our fundamental understanding of the nature of rare nuclear isotopes, with impacts in fields ranging from nuclear astrophysics to medicine.

Our laboratories are the crown jewels of American innovation, and the user-driven science facilities at those labs and at our universities are the foundation on which our leadership in science is built.

I am very pleased to support this bipartisan effort to expand our research capabilities at DOE, and I hope this is an area in which we can continue to work together.

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

Mr. WEBER of Texas. Mr. Speaker, I yield 4 minutes to the distinguished gentleman from Texas (Mr. SMITH), who is the very honorable chairman of the Science, Space, and Technology Committee. We are going to lose Chairman SMITH, and we ought to start researching now to replace him.

Mr. SMITH of Texas. Mr. Speaker, I thank my colleague from Texas, the Energy Subcommittee chairman, for those nice comments and for yielding me time on this bill.

H.R. 4376, the Department of Energy Research Infrastructure Act, is an important piece of legislation introduced by Congressman STEVE KNIGHT from California.

The Department of Energy is the leading sponsor of basic research in the physical sciences, and DOE national labs host over 30,000 researchers each year. To maintain America's global leadership in scientific discovery, we must ensure our user facilities are the best in the world.

This bill is also cosponsored by Representative DAN LIPINSKI, Energy Subcommittee Chairman RANDY WEBER, and Representative RANDY HULTGREN, and it authorizes funding from within the DOE Office of Science's existing budget to complete construction of three science infrastructure projects.

The bill provides for upgrades to the Advanced Light Source at Lawrence Berkeley National Lab and to the Linac Coherent Light Source at the National Accelerator Laboratory at Stanford University.

The Knight bill also authorizes and directs the construction of the Facility for Rare Isotope Beams at Michigan State University through the DOE nuclear physics program.

All together, the enhanced capabilities made possible by this bill provide significant breakthroughs in discovery science and maintain America's high-tech leadership.

I thank the Energy Subcommittee chairman and the gentleman from California (Mr. KNIGHT) for their initiatives in developing and managing this legislation, and I encourage my colleagues to support the bill.

Mr. WEBER of Texas. It is my distinct honor now to yield 2 minutes to

the gentleman from California (Mr. KNIGHT).

Mr. KNIGHT. Mr. Speaker, I rise today in support of H.R. 4376, the Department of Energy Research Infrastructure Act of 2018.

This legislation authorizes important upgrades to DOE light sources that support the research infrastructure needed to conduct leading initiatives in chemistry, physics, biology, medicine, and manufacturing. In addition, this bill authorizes a unique user facility that will allow researchers to study rare isotopes and their properties. These upgrades at DOE's best-in-the-world user facilities will facilitate discovery science and bring the best and brightest scientists in the world to the U.S.

Mr. Speaker, I want to thank Chairman SMITH and the Energy Subcommittee for introducing this important legislation.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise in support, and I yield back the balance of my time.

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

Mr. Speaker, H.R. 4376 authorizes critical investments in research infrastructure at our national labs and universities and will ensure the next big discoveries in physical sciences, manufacturing, medicine, and energy can happen right here in these United States.

I want to thank, again, the sponsors of this bill and also thank the researchers and stakeholders that provided feedback as we developed this legislation. I certainly want to thank Congressman KNIGHT from California.

Mr. Speaker, I urge the adoption of this commonsense, bipartisan legislation, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Texas (Mr. WEBER) that the House suspend the rules and pass the bill, H.R. 4376, as amended.

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

A motion to reconsider was laid on the table.

BUILDING BLOCKS OF STEM ACT

Mr. KNIGHT. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3397) to direct the National Science Foundation to support STEM education research focused on early childhood, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 3397

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 "Building Blocks of STEM Act".

SEC. 2. FINDINGS.

The Congress finds the following:

(1) The National Science Foundation has made the largest financial investment in STEM education of all Federal agencies, and plays a very powerful role in helping to set research and policy agendas.

(2) Studies have found that children who engage in scientific activities from an early age develop positive attitudes toward science and are more likely to pursue STEM expertise and careers later on.

(3) However, the majority of current research focuses on increasing STEM opportunities for students in middle school and older.

(4) Women remain widely underrepresented in the STEM workforce and this gender disparity extends down through all levels of education. Strategic funding of programs is needed in order to understand and address the root cause of this gap.

SEC. 3. DEFINITIONS.

In this Act:

(1) **DIRECTOR.**—The term "Director" means the Director of the National Science Foundation.

(2) **EARLY CHILDHOOD.**—The term "early childhood" applies to children from birth through the age of 10.

(3) **INSTITUTION OF HIGHER EDUCATION.**—The term "institution of higher education" has the meaning given the term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

(4) **LOCAL EDUCATIONAL AGENCY.**—The term "local educational agency" has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 USC 7801), except that such term also includes preschools, after-school programs, and summer programs.

(5) **STEM.**—The term "STEM" has the meaning given the term in section 2 of the America COMPETES Reauthorization Act of 2010 (42 U.S.C. 6621 note).

(6) **YOUNG GIRLS.**—The term "young girls" means female individuals who have not attained the age of 11.

SEC. 4. SUPPORTING STEM RESEARCH ON EARLY CHILDHOOD.

In awarding grants under the Discovery Research PreK–12 program, the Director shall consider age distribution in order to more equitably allocate funding for research studies with a focus on early childhood.

SEC. 5. SUPPORTING GIRLS IN STEM EDUCATION AND COMPUTER SCIENCE.

(a) **RESEARCH GRANTS.**—

(1) **IN GENERAL.**—The Director shall award grants, on a competitive basis, to institutions of higher education or nonprofit organizations (or consortia of such institutions or organizations), to accelerate research efforts to increase understanding of the factors that contribute to the participation of young girls in STEM activities.

(2) **RESEARCH AREAS.**—Research areas funded by a grant under this subsection may include—

(A) the role of teacher training and professional development, including effective incentive structures to encourage teachers to participate in such training and professional development, in encouraging or discouraging young girls from participating in STEM activities;

(B) the role of teachers in shaping young girls' perceptions of STEM and discouraging such girls from participating in STEM activities;

(C) the role of other facets of the learning environment on the willingness of young girls to participate in STEM activities, including learning materials and textbooks, classroom decorations, seating arrangements, use of media and technology, classroom culture, and gender composition of students during group work;

(D) the role of parents and other caregivers in encouraging or discouraging young girls from participating in STEM activities;

(E) the types of STEM activities that elicit greater participation by young girls;

(F) the role of mentorship and best practices in finding and utilizing mentors;

(G) the role of informal and out-of-school STEM learning opportunities on girls' perception of and participation in STEM activities; and

(H) any other activity the Director determines will accomplish the goals of this subsection.

(3) **GRANT RECIPIENT REPORT.**—An entity awarded a grant under this subsection shall report to the Director, at such time and in such manner as the Director may require, on the activities carried out and materials developed using such grant funds.

(b) **DEVELOPMENT AND TESTING OF SCALABLE MODELS FOR INCREASED ENGAGEMENT.**—

(1) **IN GENERAL.**—The Director shall award grants, on a competitive basis, to institutions of higher education or nonprofit organizations (or consortia of such institutions or organizations), to develop and evaluate interventions in pre-K and elementary school classrooms that increase participation of young girls in computer science activities.

(2) **PARTNERSHIPS.**—In order to be eligible to receive a grant under this subsection, an institute of higher education, nonprofit organization, or consortium, shall enter into a partnership with one or more local educational agency or State in carrying out the activities funded by such grant.

(3) **USE OF FUNDS.**—Grants awarded under this subsection shall be used for activities that draw upon the expertise of the partner entities described in paragraph (2) to increase participation of young girls in computer science activities, including—

(A) offering training and professional development programs, including summer or academic year institutes or workshops, designed to strengthen the capabilities of pre-K and elementary school teachers and to familiarize such teachers with the role of gender bias in the classroom;

(B) offering innovative preservice and in-service programs that instruct teachers on gender-inclusive practices for teaching computing concepts;

(C) developing distance learning programs for teachers or students, including developing curricular materials, play-based computing activities, and other resources for the in-service professional development of teachers that are made available to teachers through the Internet;

(D) developing a cadre of master teachers who will promote reform and the adoption of gender-inclusive practices in teaching computer science concepts in early childhood education;

(E) developing tools to evaluate activities conducted under this subsection;

(F) developing or adapting pre-K and elementary school computer science curricular materials that incorporate contemporary research on the science of learning, particularly with respect to gender inclusion;

(G) developing and offering gender-inclusive computer science enrichment programs for students, including after-school and summer programs;

(H) providing mentors for girls in person and through the Internet to support such girls in participating in computer science activities;

(I) engaging parents of girls about the difficulties faced by girls to maintain an interest and desire to participate in computer science activities, and enlisting the help of parents in overcoming these difficulties;

(J) acquainting girls with careers in computer science and encouraging girls to consider careers in such field; and

(K) any other activities the Director determines will accomplish the goals of this subsection.

(4) **GRANT RECIPIENT REPORT.**—An entity awarded a grant under this subsection shall report to the Director, at such time and in such manner as the Director may require, on the activities carried out, materials developed using

such grant funds, and the outcomes for students served by such grant.

(5) **EVALUATION REQUIRED.**—Not later than 4 years after the date of enactment of this Act, the Director shall evaluate the grant program under this subsection. At a minimum, such evaluation shall—

(A) use a common set of benchmarks and assessment tools to identify best practices and materials developed and demonstrated by the partnerships described in paragraph (2); and

(B) to the extent practicable, compare the effectiveness of practices and materials developed and demonstrated by such partnerships with those of partnerships funded by other local or State government or Federal Government programs.

(6) **DISSEMINATION OF RESULTS.**—

(A) **EVALUATION RESULTS.**—The Director shall make publicly available free of charge on an Internet website and shall submit to Congress the results of the evaluation required under paragraph (5).

(B) **MATERIALS.**—The Director shall ensure that materials developed under a program funded by a grant under this subsection, that are demonstrated to be effective in achieving the goals of this subsection (as determined by the Director), are made publicly available free of charge on an Internet website, including through an arrangement with an outside entity.

(7) **ANNUAL MEETING.**—The Director may convene an annual meeting of the partnerships participating in a program funded by a grant under this subsection, for the purpose of fostering greater national collaboration.

(8) **TECHNICAL ASSISTANCE.**—At the request of a partnership seeking a grant under this subsection, the Director shall provide the partnership with technical assistance in meeting any requirement of this subsection.

SEC. 6. COMPUTER SCIENCE IN THE ROBERT NOYCE TEACHER SCHOLARSHIP PROGRAM.

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

(1) by striking “and mathematics” each place it appears and inserting “mathematics, informatics, and computer science”;

(2) in subsection (a)(3)(B), by striking “or mathematics” and inserting “mathematics, informatics, and computer science”;

(3) in subsections (b)(1)(D)(i), (c)(1)(A), (d)(1), and (i)(7), by striking “or mathematics” each place it appears and inserting “mathematics, informatics, or computer science”;

(4) in subsection (i)(5), by striking “or mathematics” and inserting “mathematics, or computer science”.

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 to include extraneous material on H.R. 3397, as amended, 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 grateful for the opportunity to speak on an important policy to improve our Nation's STEM education.

H.R. 3397 is a bipartisan bill that I am proud to sponsor with Ms. ROSEN, and it fits in with a larger set of education and workforce improvement legislation the Science, Space, and Technology Committee has recently reported to address critical challenges to our STEM workforce.

Investing in our children and their futures is always an opportunity for good. Strategically expanding the reach of our STEM education programs to children of all ages will improve more individuals with aptitude are engaged and stay on their educational path.

Research shows that kids as young as 1, 2, or 3 are capable of absorbing STEM concepts. And any parent can tell you that shortly after kids learn to talk, the questions can be endless. Children have a natural curiosity that can be fostered into an interest in science, technology, engineering, math, and computer science.

This bill directs NSF to more equitably allocate funding for research in studies that focus on early childhood. Investing in children early ensures we are laying the groundwork to develop young innovators in STEM.

I would like to thank Ms. ROSEN for her work on the bill.

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

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of H.R. 3397, the Building Blocks of STEM Act. I want to thank Ms. ROSEN for her leadership on this issue.

Drawing upon her experience as a girl who codes, Ms. ROSEN has been a strong champion for creating more opportunities for talented girls and women interested in computer science. I commend Ms. ROSEN for her efforts on this critically important issue.

The demand for computer science expertise is on the rise in all sectors of the economy. To ensure that we have the capacity to meet that demand, we must do more to leverage all of our human capital to tackle the technological challenges of the future.

Research shows us that girls as young as 6 years old are adopting gender-based stereotypes that discourage them from engaging in STEM activities, including computer science.

H.R. 3397 directs NSF to support research into factors that contribute to the early adoption of these stereotypes. The bill also directs NSF to support the design, development, and implementation of scalable models for intervention to prevent or reverse the effects of these negative and false stereotypes.

I strongly support this bill, and I urge my colleagues to support the bill.

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

Mr. KNIGHT. Mr. Speaker, I yield 4 minutes to the gentleman from Texas (Mr. SMITH), who is the chairman of the

Science, Space, and Technology Committee.

Mr. SMITH of Texas. Mr. Speaker, I would like to thank the gentleman from California, a member of the Science, Space, and Technology Committee, for yielding me time on this particular piece of legislation.

I do support H.R. 3397, the Building Blocks of STEM Act, introduced by Representative JACKY ROSEN and Representative STEVE KNIGHT, the Energy Subcommittee vice chairman.

The bill will help boost our ability to get young people interested in STEM subjects. America lags behind many other nations when it comes to science, technology, engineering, and mathematics. American students are ranked 19th in science and 31st in math out of 35 industrialized nations, the bottom half in both. This is not the educational record of a country that wants to compete globally.

We must encourage our Nation's youth to study science and engineering so they will want to pursue these careers.

More graduates with STEM degrees means more advanced technologies and a more robust economy. A well-educated and trained STEM workforce promotes our future economic prosperity.

These graduates have the potential to develop technologies that could save thousands of lives, jump-start a new industry, or even discover new worlds.

H.R. 3397 directs the National Science Foundation to more equitably allocate funding for research in studies that focus on early childhood. Investing in young students seeks to lay the groundwork to interest them in STEM in their formative years.

The bill also directs the National Science Foundation to develop scalable models to increase young girls' participation in computer science. 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.

In the last Congress, my bill, the STEM Education Act of 2015, was signed into law. That bipartisan legislation expanded the Federal definition of STEM to include computer science. H.R. 3397 continues the bipartisan commitment of the House Science, Space, and Technology Committee to promote computer science as a part of STEM by adding computer science to the Robert Noyce Teacher Scholarship Program.

I thank Representative JACKY ROSEN and Representative STEVE KNIGHT for working together on this bill. I also thank the chairwoman of the Research and Technology Subcommittee, Mrs. COMSTOCK, for her work to improve the underlying legislation by offering the Supporting Girls in STEM Education and Computer Science amendment.

Including today's five research bills, 20 of the 22 bills the Science, Space, and Technology Committee has brought to the House floor this Congress have been bipartisan pieces of legislation.

Mr. Speaker, I urge my colleagues to support these five bipartisan bills.

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

Ms. ROSEN. Mr. Speaker, I rise today in support of my bill, H.R. 3397, the Building Blocks of STEM Act, which also includes my Code Like a Girl Act.

I first want to thank my Republican colleague, STEVE KNIGHT, for working with me and co-leading this important legislation and our Science, Space, and Technology Committee chairman, LAMAR SMITH, for helping move this bill through committee. I am proud to see both of my STEM education proposals come to the floor with wide bipartisan support.

STEM and computer science are central to our country's innovation, economic growth, and employment. Across the country, we are continuing to see a huge demand for workers in the tech industry, including software developers, engineers, and computer programmers like myself.

I built my career in STEM—a field that has long been dominated by men—so I know all too well that the demand for talent in STEM is real.

In my home State of Nevada, tech companies like Tesla, Switch, and Google are leading the way to create the jobs of the future. Even across all industries, about 15 percent of jobs in Nevada require a high level of knowledge in at least one STEM field.

Despite these increasing opportunities in STEM careers, not enough Americans possess the education and skills necessary to succeed. This disparity between computing and scientific talent and employer demand really starts as far back as elementary school.

Studies have found that children who engage in scientific activities from an early age will develop positive attitudes toward science and are more likely to pursue STEM careers later on. In fact, interviews with current graduate students and scientists found that the majority of them reported that their interest in science began before middle school.

□ 1730

The bill before us today, the Building Blocks of STEM Act, will ensure that we are investing in our children as early as possible by directing the National Science Foundation to equitably distribute funding across age groups. Specifically, this bill would direct funding to include early childhood education in the Discovery Research PreK-12 program, which seeks to enhance the learning and teaching of STEM and address the immediate challenges facing pre-K through 12 STEM education.

Currently, the Discovery Research PreK-12 program focuses the majority of its research on students in middle school or older. Since having access to

hands-on STEM experiences as early as possible is important for continued interest, my bill will ensure that NSF focuses on engaging our Nation's children in STEM education even younger, specifically, those under the age of 11.

H.R. 3397 also includes the text of another STEM bill of mine, the Code Like a Girl Act, which I introduced with the support of my Republican colead, Congresswoman ELISE STEFANIK. It is also cosponsored by Subcommittee on Research and Technology Chairwoman BARBARA COMSTOCK and Committee on Science, Space, and Technology Ranking Member EDDIE BERNICE JOHNSON; and I would like to thank them both for their support.

This legislation is for our girls, girls like Isabel, an eighth grader from my district who loves STEM. She is on her high school robotics team. Last year, for a school project, she proposed a new monitoring system to accurately assess the fire issues at Yellowstone National Park.

This past summer, I received a letter from Isabel, and in her letter to me, she offered an idea on how to increase and improve solar energy in Nevada. I wrote back to Isabel and later had the opportunity to meet her and her family in person. I thanked her for her advocacy and let her know that we will only move forward in this country by inspiring young minds to create, innovate, and imagine the future. Isabel is one of the young girls we are fighting for today.

Young girls should know that they are more capable of succeeding in STEM and that they can grow up to be the next Grace Hopper or Katherine Johnson. This bill will help bridge that divide and close the gender gap that, for too long, has deprived young women from achieving their full potential. These young, talented minds could be working on our Nation's most challenging problems by inventing the next breakthrough technology, founding future startup companies, improving access to healthcare with computing, and even keeping our Nation safe from cyber attacks. The Code Like a Girl Act would create two NSF programs to encourage young girls to pursue computer science.

As we all know, the gender gap in the STEM workforce is widening. Women only hold about 26 percent of STEM jobs, even though they make up more than half of the U.S. workforce. This gender disparity extends down through all levels of education. In 2015, approximately 23 percent of AP computer science exam takers were girls.

And gender stereotypes begin at a very early age. Studies have shown that, at around 6 years old, girls develop the belief that brilliance is a male characteristic, and this negative stereotype is shown to have an immediate effect as girls start to lose their interest in activities they perceive as requiring brilliance.

Another study found that young children, both boys and girls, already believe that boys are better than girls at

robotics and programming. It is unclear where precisely this stereotype originates from, but implicit biases can have a negative impact on a girl's academic achievement in math and science and on their future decisions to enroll in advanced courses in these subjects.

The Code Like a Girl Act addresses this issue by creating NSF grants to increase understanding of the factors that contribute to the participation of young girls 10 and younger in STEM and computer science activities. This bill also creates a grant program to develop and evaluate interventions in pre-K and elementary school classrooms with the goal of increasing participation of young girls in computer science.

Some of these activities may include teacher training and professional development, classroom programs on gender-inclusive teaching practices, and providing mentors for girls to support their computer science aspirations. We know that young girls are interested in science, math, and computing, but we need to make sure that, as they grow older, they stay involved and engaged.

We also know that knowledge of computer science and use of technology is becoming increasingly essential for all individuals, not just those planning to work in the technology sector. STEM education cultivates students' curiosity, their creativity. It teaches them to work as a team and fosters critical thinking skills that are fundamental for success in any field.

Mr. Speaker, this legislation will help invest in our students. It will help them rise to meet the challenges of a changing economy that increasingly relies on highly skilled labor and technology. I am proud to stand for our students before this Chamber because, together, we are making smart investments that will help our children succeed, smart investments so that we can help our communities build more effective workforces and a stronger, competitive economy.

For these reasons, I am proud that my Building Blocks of STEM Act, including the text of my Code Like a Girl Act, is being considered today. With the passage of these bills, we are one step closer to bridging the current gaps in STEM education and workforce training.

Building the blocks for careers in STEM will prepare Nevadans and all Americans for better jobs and help us meet the demands of our 21st century economy. I urge my colleagues to support this legislation.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I support the bill, and I yield back the balance of my time.

Mr. KNIGHT. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, investing and encouraging early education in STEM are needs that we know are here now and even more in the future. I want to thank Ms. ROSEN for her leadership in

this role. It is absolutely something that is bipartisan. It is something that Congress is behind.

I can tell you, just on a personal note, Lancaster High School came out with their robotics team more than a decade ago, 100 percent boys. Just a short period after that, about 4 or 5 years, they were 50 percent girls, 50 percent boys, and they were winning awards all over the country. That was because we had great teachers there who pushed and made sure that girls knew that they could be on the robotics team and pulled them in. That is exactly what we are talking about: investing and encouraging.

I urge passage of this good bill. This is bipartisan.

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. 3397, as amended.

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

A motion to reconsider was laid on the table.

EXTENDING GENERALIZED SYSTEM OF PREFERENCES PROGRAM

Mr. REICHERT. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4979) to extend the Generalized System of Preferences and to make technical changes to the competitive need limitations provision of the program, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4979

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

SECTION 1. EXTENSION OF GENERALIZED SYSTEM OF PREFERENCES.

(a) IN GENERAL.—Section 505 of the Trade Act of 1974 (19 U.S.C. 2465) is amended by striking “December 31, 2017” and inserting “December 31, 2020”.

(b) EFFECTIVE DATE.—

(1) IN GENERAL.—The amendment made by subsection (a) shall apply to articles entered on or after the 30th day after the date of the enactment of this Act.

(2) RETROACTIVE APPLICATION FOR CERTAIN LIQUIDATIONS AND RELIQUIDATIONS.—

(A) IN GENERAL.—Notwithstanding section 514 of the Tariff Act of 1930 (19 U.S.C. 1514) or any other provision of law and subject to subparagraph (B), any entry of a covered article to which duty-free treatment or other preferential treatment under title V of the Trade Act of 1974 (19 U.S.C. 2461 et seq.) would have applied if the entry had been made on December 31, 2017, that was made—

(i) after December 31, 2017, and

(ii) before the effective date specified in paragraph (1), shall be liquidated or reliquidated as though such entry occurred on the effective date specified in paragraph (1).

(B) REQUESTS.—A liquidation or reliquidation may be made under subparagraph (A)

with respect to an entry only if a request therefor is filed with U.S. Customs and Border Protection not later than 180 days after the date of the enactment of this Act that contains sufficient information to enable U.S. Customs and Border Protection—

(i) to locate the entry; or

(ii) to reconstruct the entry if it cannot be located.

(C) PAYMENT OF AMOUNTS OWED.—Any amounts owed by the United States pursuant to the liquidation or reliquidation of an entry of a covered article under subparagraph (A) shall be paid, without interest, not later than 90 days after the date of the liquidation or reliquidation (as the case may be).

(3) DEFINITIONS.—In this subsection:

(A) COVERED ARTICLE.—The term “covered article” means an article from a country that is a beneficiary developing country under title V of the Trade Act of 1974 (19 U.S.C. 2461 et seq.) as of the effective date specified in paragraph (1).

(B) ENTER; ENTRY.—The terms “enter” and “entry” include a withdrawal from warehouse for consumption.

(C) ANNUAL REPORT ON ENFORCEMENT OF ELIGIBILITY CRITERIA.—Not later than one year after the date of the enactment of this Act, and annually thereafter through December 31, 2020, the United States Trade Representative shall submit to the Committee on Ways and Means of the House of Representatives and the Committee on Finance of the Senate a report on efforts to ensure that countries designated as beneficiary developing countries under title V of the Trade Act of 1974 (19 U.S.C. 2461 et seq.) are meeting the eligibility criteria set forth in section 502(c) of such Act (19 U.S.C. 2462(c)).

SEC. 2. TECHNICAL MODIFICATION TO PROCEDURES FOR COMPETITIVE NEED LIMITATION AND WAIVERS.

Section 503 of the Trade Act of 1974 (19 U.S.C. 2463) is amended—

(1) in subsection (c)(2)—

(A) in the matter following subparagraph (A)(i)(II), by striking “July 1” and inserting “November 1”; and

(B) in subparagraph (E), by striking “on January 1, 1995” and inserting “in any of the preceding three calendar years”; and

(2) in subsection (d), by striking “July 1” each place it appears and inserting “November 1”.

SEC. 3. CUSTOMS USER FEES.

Section 13031(j)(3)(A) of the Consolidated Omnibus Budget Reconciliation Act of 1985 (19 U.S.C. 58c(j)(3)(A)) is amended by striking “February 24, 2027” and inserting “August 1, 2027”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Washington (Mr. REICHERT) and the gentleman from New Jersey (Mr. PASCRELL) each will control 20 minutes.

The Chair recognizes the gentleman from Washington.

GENERAL LEAVE

Mr. REICHERT. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days within which to revise and extend their remarks and include extraneous material on H.R. 4979, currently under consideration.

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

There was no objection.

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

Mr. Speaker, I am pleased to speak today in support of H.R. 4979, a bill to