

of bullying with their children, so that we can take a well-informed step forward in the fight against childhood bullying.

This bill is named after Daniel Fitzpatrick, a 13-year-old boy who died by suicide on August 11, 2016.

Danny was a loving and generous kid who embodied kindness and empathy to all.

He was also the victim of relentless physical, mental, verbal, and emotional bullying at school.

Throughout my tenure in Congress, I have been an active advocate for anti-bullying initiatives.

In January 2019, I was able to achieve broad bipartisan support for my bill, H.R. 494, the Tiffany Joslyn Juvenile Accountability Block Grant Reauthorization and Bullying Prevention and Intervention Act, which was later passed in the House.

Although some people may dismiss bullying as a normal part of growing up, bullying can be detrimental to a child's education and have lifelong consequences.

It is an epidemic that plagues our country and too often claims the lives of our youth.

In Houston, Texas, a child is bullied every seven seconds and approximately 11 percent of students do not go to school at least one day during the school year because they feel unsafe.

On a national level, 90 percent of students between the fourth and eighth grades report being victims of some type of bullying.

In the last year alone, an estimated 160,000 students across the country skipped school because they fear being bullied by their peers, and many more attended school in a state of anxiety and depression, affecting their ability to effectively learn.

Students who are chronically absent between grades 8 and 12 are over seven times more likely to drop out before graduation and long-term consequences include poverty as well as diminished mental and physical health.

Furthermore, students who identify or are perceived as LGBTQ are often at an increased risk of being bullied.

In 2018, 70.1 percent of LGBTQ students were verbally bullied because of their sexual orientation while 28.9 percent of LGBTQ students were physically bullied.

Youth with disabilities and those who are socially isolated are also considered as vulnerable populations when it comes to being targets for bullying.

Cyber bullying adds an additional layer of complexity when trying to build a safe environment for all youth.

In today's world, our children are exposed to technology at a much younger age, which raises the likelihood of them being subjected to cyberbullying.

Over 80 percent of teens use a cell phone regularly, making it the most popular form of technology and a common medium for cyber bullying.

According to the i-SAFE foundation, over 50 percent of adolescents and teens have been bullied online.

Yet, well over half of young people do not tell their parents when they are being bullied online.

By passing Danny's Law today, we are taking a tremendous, nonpartisan step towards eliminating childhood bullying and promoting more inclusive and tolerant environments for the next generation.

I am proud to be a leader on this important legislation that will undoubtedly improve the educational experiences of the next generation, and I ask all members from both parties to join me in voting to pass H.R. 3659.

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Mr. VAN DREW. Madam Speaker, I yield myself the balance of my time.

Today, we are here for one reason, and that is to take action to ensure that children like Danny never feel as if they have nowhere to turn. No child should be subject to cruel treatment from his or her peers under any circumstances, especially in the classroom. H.R. 3659, Danny's Law, is a unified effort to combat bullying and to ensure students have a safe and healthy environment to learn and to grow.

I would like to thank my colleagues on both sides of the aisle for taking a stand against bullying for our Nation's children. I strongly urge a "yes" vote on H.R. 3659 so we can move this bill swiftly through the legislative process and to President Trump's desk for signature.

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

Ms. STEVENS. Madam Speaker, I yield myself the balance of my time.

I urge my colleagues today to support H.R. 3659.

Once again, I want to thank and commend my colleague, Congressman MAX ROSE, for his incredible leadership. He has taken tragedy and turned it into action.

Our colleagues are absolutely right that this deserves the full attention of our government, and it is why we are taking this to the highest level of our government, to combat bullying.

This bill honors the life of Danny Fitzpatrick, and it recognizes what so many families are working to prevent, what so many families and communities across this country never want to see happen. It will help end bullying. It will protect students across this country, and I look forward to seeing this bill become law.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Michigan (Ms. STEVENS) that the House suspend the rules and pass the bill, H.R. 3659, 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.

#### 21ST CENTURY COMMUNITY LEARNING CENTERS CORONAVIRUS RELIEF ACT OF 2020

Ms. WILD. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 8162) to express the sense of Congress that the Secretary of Education

should provide certain waivers to community learning centers, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 8162

*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 "21st Century Community Learning Centers Coronavirus Relief Act of 2020".

#### SEC. 2. SENSE OF CONGRESS REGARDING FLEXIBLE USE OF SUBGRANT FUNDS.

It is the sense of Congress that for school year 2020–2021, notwithstanding each provision in part B of title IV of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7171 et seq.) that requires activities under such part be carried out during non-school hours or periods when school is not in session, the Secretary of Education should carry out the exceptions included in the notice entitled "Agency Information Collection Activities; Comment Request; 21st CCLC 4201(b)(1) Waiver Request", published by the Department of Education in the Federal Register on September 3, 2020 (85 Fed. Reg. 55002) by providing that each eligible entity that is awarded a subgrant under section 4204 of such Act (20 U.S.C. 7174) for community learning centers may use such subgrant funds—

(1) to carry out activities described in section 4205 of such Act (20 U.S.C. 7175), regardless of whether such activities are conducted in-person or virtually, or during school hours or when school is in session; and

(2) to provide in-person care during—

(A) the regular school day for students eligible to receive services under part B of title IV of such Act (20 U.S.C. 7171 et seq.); and

(B) a period in which full-time in-person instruction is not available for all such students served by such eligible entity.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Pennsylvania (Ms. WILD) and the gentleman from New Jersey (Mr. VAN DREW) each will control 20 minutes.

The Chair recognizes the gentlewoman from Pennsylvania.

#### GENERAL LEAVE

Ms. WILD. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on the measure under consideration.

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

There was no objection.

Ms. WILD. Madam Speaker, I yield myself such time as I may consume.

I rise to speak in support of passing the 21st Century Community Learning Centers Coronavirus Relief Act of 2020, which I recently introduced.

This pandemic and economic crisis have disrupted every aspect of life in our society. As a result of the pandemic, many school districts will provide academic instruction through remote or hybrid learning models this school year. Estimates suggest that this fall, nearly 24 million workers with children between the ages of 6 and 14 will have no at-home childcare option.

For parents struggling to care for their children while maintaining their professional responsibilities or trying to return to the workforce, this time has been an unprecedented challenge. Those of us who have the honor of representing our communities in Congress must act. My commonsense, bipartisan legislation offers a path forward.

My bill expresses a sense of Congress that the flexibility provided to States through the Department of Education's recent waiver for 21st Century Community Learning Centers, the only federally funded initiative dedicated to supporting after-school, before-school, and summer learning programs, allows subgrantees to provide virtual programming and school-aged childcare during the workday to help meet the need of students and families during the COVID-19 pandemic.

These learning centers, which typically operate out of Boys & Girls Clubs, YMCAs, schools, and other community centers, have existing trusted partnerships with the school districts that they serve. The flexibility expressed in my legislation will help school districts leverage these partnerships to create options for families and to cultivate environments in which K-12 students could receive additional academic support, school-aged children could receive safe care during the workday, schoolday, and working parents would be able to return to and stay in the workforce.

Over the last several months, I have heard from dozens of parents across my community who are concerned about how they are going to tackle this school year, how they will find affordable childcare, how they make sure their children don't fall behind academically, and how they will stay in the workforce. I am proud that my legislation supports flexible, affordable, school-aged childcare options to create safe, structured learning environments for students to thrive and to enable parents to get back to work.

Right now, families need options and flexibility. Without it, our students, our workers, and our economy will all pay the price. Putting forward solutions to these issues is a national priority, not just for the sake of children and families across our communities, but also for businesses trying to retain employees or hire new workers.

I urge my colleagues on both sides of the aisle to join me in passing this legislation with a resounding, bipartisan vote.

Madam Speaker, I reserve the balance of my time.

Mr. VAN DREW. Madam Speaker, I yield myself such time as I may consume.

I rise today in strong support of H.R. 8162, the 21st Century Community Learning Centers Coronavirus Relief Act, bipartisan legislation that expresses Congress' support for actions the Department of Education is taking to expand access to in-person care and academic support for students during the COVID-19 pandemic.

The 2020-2021 school year looks very different for parents, teachers, and students. Schools are operating on varying schedules of in-person, remote, and hybrid instruction to ensure that students remain safe while not falling behind academically.

Most students will be saddled with the challenges of beginning a new year of school while making up for lost learning caused by the disruptions from COVID-19.

Working parents of school-aged children face unique challenges during the pandemic. Finding childcare when in-person instruction is not offered has become a burdensome task for many families, especially low-income families.

If these hardworking families aren't able to return to work, our Nation's economic recovery will be severely impeded. Today, we are here to address this growing problem by passing the bipartisan 21st Century Community Learning Centers Coronavirus Relief Act.

The 21st Century Community Learning Center, CCLC, program, is a federally funded after-school program. The grantees are locally operated, often by school districts and community-based organizations, and primarily serve students attending schools with high concentrations of low-income families.

Students at 21st CCLCs participate in academic and enrichment programs, receive support services such as tutoring and mentoring, and their families are encouraged to actively participate in their children's studies.

Since after-school program staff have established relationships with students and have experience providing supportive services, they are uniquely qualified to assist students during the 2020-2021 school year.

Under current law, 21st CCLCs must operate during "non-school hours," such as before and after school or during summer breaks. The Department of Education announced plans to address this by offering waivers to States to allow 21st CCLCs to expand their hours of operation during the 2020-2021 school year.

The legislation under consideration today expresses Congress' support for the Department of Education to grant flexibility for 21st CCLCs to operate outside of this year's constraint for the upcoming school year.

With these new flexibilities, 21st CCLCs will be able to provide programming during regular school hours and offer in-person care to students who cannot be in school throughout the regular day. Further, 21st CCLCs will be able to serve students in person or virtually in order to better accommodate the various needs of the families during the year.

I thank Representative WILD for leading this important legislation, and I strongly urge a "yes" vote on H.R. 8162.

Madam Speaker, I reserve the balance of my time.

Ms. WILD. Madam Speaker, I yield such time as she may consume to the gentlewoman from Nevada (Mrs. LEE).

Mrs. LEE of Nevada. Madam Speaker, on behalf of the people of Nevada's Third Congressional District, I rise today in support of the 21st Century Community Learning Centers Coronavirus Relief Act.

We are now over 3 weeks into the school year in my district, and it is clear that we need to do so much more to support our students, parents, and schools.

Whether it is at-home or in-person learning, the pandemic is throwing challenges at our kids that make learning more difficult and, in some cases, nearly impossible. This isn't just a struggle for students, but also for parents who are also juggling work while supervising remote learning for their kids.

We can't just ask parents to make the best of a bad situation. It should be on Congress to help our working families. Whether in a school building or in a living room, we need to create a supportive, engaging environment for our students, while giving parents the flexibility to still work and provide for their families—and that is what this bill does.

It will provide additional academic support for K-12 students by offering access to safe, supervised learning during the day to take some weight off the shoulders of working parents. This will be done by bringing together schools, community organizations, nonprofits, local government, and after-school providers to expand access to academic resources and create flexibility for families.

I urge my colleagues to vote for the 21st Century Community Learning Centers Coronavirus Relief Act to give our students and parents the flexibility and the resources they need to make this school year count.

Mr. VAN DREW. Madam Speaker, I reserve the balance of my time.

Ms. WILD. Madam Speaker, I yield such time as he may consume to the gentleman from Rhode Island (Mr. CICILLINE).

Mr. CICILLINE. Madam Speaker, I rise today in support of H.R. 8162, the 21st Century Community Learning Centers Coronavirus Relief Act.

As the coronavirus pandemic continues, schools throughout Rhode Island and all across America have been forced to close their doors, some for the rest of the year.

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This trend means that high-quality after-school and summer programs will be even more necessary to provide young people with a safe, enriching place to learn and grow. We have an obligation to ensure that these programs have the resources and flexibility needed to meet the needs of America's children.

Currently, more than 2 million children and families rely on NITA M.

LOWEY 21st Century Community Learning Centers for after-school and summer learning programming. With schools across the country closing, many students are unable to obtain services provided by out-of-school programs, including academic assistance, a safe place to be when their parents are working, and access to a hot meal or healthy snack.

We know after-school programming provides one of the most effective ways to keep children safe in the late afternoon and early evening hours and keeps them on the right path to completing school. These programs help students develop essential life skills such as problem-solving, critical thinking, and healthy living.

Additional flexibility for 21st Century Community Learning Centers will help improve access to these critical programs and will make sure that after-school programming is available to students and families to keep children safe and engaged and to strengthen families and communities throughout the pandemic.

Madam Speaker, I urge passage of the bill, and I thank the gentlewoman for yielding me the time.

Mr. VAN DREW. Madam Speaker, I yield myself the balance of my time to close.

Madam Speaker, working parents across the country are currently grappling with the challenge of finding affordable childcare as COVID-19-related school closures force many students to stay home. Parents are eager to return to work, but without reliable, affordable childcare options, students, workers, and the economy will be impacted significantly.

H.R. 8162, the bipartisan 21st Century Community Learning Centers Coronavirus Relief Act, supports the Department of Education's efforts to extend a commonsense solution that will help parents return to the workforce by increasing access to safe, supportive environments for students. By giving 21st CCLCs greater flexibility to provide normal programming during school hours and in-person care to students during the regular school day, parents can return to work with peace of mind, knowing that their children are in good hands and not falling behind academically.

Again, Madam Speaker, I thank Representative WILD for introducing this legislation. I strongly urge a "yes" vote on H.R. 8162, and I yield back the balance of my time.

Ms. WILD. Madam Speaker, I thank my colleague across the aisle, Mr. VAN DREW, for supporting this very important piece of legislation.

Madam Speaker, I urge my colleagues on both sides of the aisle to support H.R. 8162. It is legislation that will provide vital support for students, for parents, for employers, for schools, and for our economy as we all grapple with the effects of this pandemic.

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

Ms. JACKSON LEE. Madam Speaker, I rise to speak in support of H.R. 8162, the "21st Century Community Learning Centers Coronavirus Relief Act".

H.R. 8162, expands the allowable uses for subgrants provided under the 21st Century Community Learning Centers Program for the 2020–2021 school year.

Specifically, the bill allows eligible entities that are awarded program subgrants for community learning centers to use these subgrants to: (1) carry out activities that advance student academic achievement and support student success, regardless of whether such activities are conducted in person, virtually, during school hours, or when school is in session; and (2) provide in-person care during the regular school day and when full-time in-person instruction is not available to students. (Currently, the program only supports academic enrichment opportunities for children during non-school hours or periods when school is not in session.)

Because of the ongoing COVID-19 threat to health, the spring of 2020, saw the forced closure of all K–12 and post-secondary education institutions in the Nation.

There is an urgent need to meet the education crisis the Nation is facing with an adequate response.

Data from the National Center for Education Statistics shows that one out of every four households in Texas does not have access to broadband internet, and some 8 million homes do not have a computer or a smartphone.

Because of this bill, Community Learning Centers will provide academic enrichment opportunities during school and non-school hours for children, particularly students who attend high-poverty and low-performing schools.

The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Technological difficulty is just one of the reasons students could become disengaged from the virtual learning environment.

Learning Centers are needed because despite being one of the most developed countries in the world, the United States has one of the highest rates of childhood poverty globally.

Preliminary data on the Houston Independent School District (HISD) from the Texas Education Agency shows 23.4 percent of students lost contact or stopped engaging with learning during the Spring.

This is more than twice statewide average, the total statewide for unengaged students is nearly 500,000.

One key factor is poverty, children born or raised in poverty face a number of disadvantages, most evidently in education.

Poverty reduces a child's readiness for school because it leads to poor physical health and motor skills, diminishes a child's ability to concentrate and remember information, and reduces attentiveness, curiosity and motivation.

Children in poverty are also finding the challenge of keeping up with school work more difficult due to COVID-19.

One of the most severe effects of poverty in the United States is that poor children enter

school with this readiness gap, and it grows as they get older.

Children feel alienated from society; suffer insecurities because of their socioeconomic status; fear the consequences of their poverty; endure feelings of powerlessness; and are angry at society's inability to aid in their struggles.

Children from lower-income families are more likely than students from wealthier backgrounds to have lower test scores, and they are at higher risk of dropping out of school.

Students with low income backgrounds who complete high school are less likely to attend college than students from higher-income families.

For some children, the effects of poverty on education present unique challenges in breaking the cycle of generational poverty and reduce their chances of leading rewarding, productive lives.

In addition to these challenges' children living in poverty often do not have access to necessary computer technology, broadband internet connection to participate in remote learning, or the nutritional support that provides adequate food, which is essential to learning.

We know that this crisis created by COVID-19 was difficult for the Nation's approximately 56.6 million students, 3.5 million full- and part-time public school teachers, and parents.

This bill is necessary as the beginning of the fall school year continues to pose challenges to educating the nation's children.

To meet the challenges created by COVID-19, the HISD school board passed a budget amendment earlier this month to spend \$31 million on devices for students. By the end of the year, the district says it plans to have distributed nearly 125,000 devices and hotspots to students.

The statute being amended only allows learning centers and related grants to be funded when schools are in session.

At a time when learning centers are more important to education because COVID-19 is impacting schools' functioning as the primary source of full time learning we need to act to support this education resource.

Children are depending on Congress to make education possible during COVID-19.

There are: 50.8 million students in public schools, and 5.8 million students in private schools.

Among the 50.8 million students enrolled in elementary and secondary public schools: 1.4 million were in prekindergarten; 3.7 million were in kindergarten; 35.5 million attended elementary through middle school (K and 8th grade); and 15.3 million attended high school (9 through 12th grade).

Through 2028, enrollment is projected to increase to 51.4 million.

In 2018, 3.3 million students graduated from high school, marking nearly a 1 percent increase from 2017; 3.7 million were expected to graduate in 2020; 3.3 million from public high schools; and 0.4 million from private schools.

The average per-student expenditure in public schools is \$13,440.

In 2019, there are approximately 16,800 school districts in the United States.

13 percent of all public school students were served by the Individuals with Disabilities Act for the 2015–2016 school year.

Between 2000 and 2016, total public school enrollment increased for 32 states.

The following saw increases of 15 percent or more: Florida, Delaware, North Carolina, Idaho, Georgia, Colorado, Arizona, Texas, Utah, and Nevada.

The following states saw decreases of 10 percent or more: Michigan, Maine, New Hampshire, and Vermont.

In 2018, 7 million or 13.7 percent of public school students received special education services.

In 2017, 9.6 percent of public school students were learning English as a second language.

I ask my colleagues to join me in supporting H.R. 8162.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Pennsylvania (Ms. WILD) that the House suspend the rules and pass the bill, H.R. 8162, 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.

## PROMOTING RESEARCH AND OBSERVATIONS OF SPACE WEATHER TO IMPROVE THE FORECASTING OF TOMORROW ACT

Mr. PERLMUTTER. Madam Speaker, I move to suspend the rules and pass the bill (S. 881) to improve understanding and forecasting of space weather events, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

S. 881

*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 “Promoting Research and Observations of Space Weather to Improve the Forecasting of Tomorrow Act” or the “PROSWIFT Act”.

### SEC. 2. SPACE WEATHER.

(a) **POLICY.**—It shall be the policy of the United States to prepare and protect against the social and economic impacts of space weather phenomena by supporting actions to improve space weather forecasts and predictions including: sustaining and enhancing critical observations, identifying research needs and promoting opportunities for research-to-operations and operations-to-research collaborations both within and outside of the Federal Government, advancing space weather models, engaging with all sectors of the space weather community, including academia, the commercial sector, and international partners, and understanding the needs of space weather end users.

(b) **AMENDMENT TO TITLE 51, UNITED STATES CODE.**—Subtitle VI of title 51, United States Code, is amended by adding after chapter 605 the following:

#### “CHAPTER 606—SPACE WEATHER

“Sec.

“60601. Space weather.

“60602. Integrated strategy.

“60603. Sustaining and advancing critical space weather observations.

“60604. Research activities.

“60605. Space weather data.

“60606. Space weather knowledge transfer and information exchange.

“60607. Pilot program for obtaining commercial sector space weather data.

“60608. Space weather benchmarks.

#### “§ 60601. Space weather

“(a) **FINDINGS.**—

“(1) **SPACE WEATHER.**—Congress makes the following findings with respect to space weather:

“(A) Space weather phenomena pose a significant threat to ground-based and space-based critical infrastructure, modern technological systems, and humans working in space.

“(B) The effects of severe space weather on the electric power grid, satellites and satellite communications and information, aviation operations, astronauts living and working in space, and space-based position, navigation, and timing systems could have significant societal, economic, national security, and health impacts.

“(C) Space-based and ground-based observations provide crucial data necessary to understand, forecast, and prepare for space weather phenomena.

“(D) Clear roles and accountability of Federal departments and agencies are critical for efficient and effective response to threats posed by space weather.

“(E) Space weather observation and forecasting are essential for the success of human and robotic space exploration.

“(F) In October 2015, the National Science and Technology Council published a National Space Weather Strategy and a National Space Weather Action Plan seeking to integrate national space weather efforts and add new capabilities to meet increasing demand for space weather information.

“(G) In March 2019, the National Science and Technology Council published an updated National Space Weather Strategy and Action Plan to enhance the preparedness and resilience of the United States to space weather.

“(2) **ROLE OF FEDERAL AGENCIES.**—Congress makes the following findings with respect to the role of Federal agencies on space weather:

“(A) The National Oceanic and Atmospheric Administration provides operational space weather monitoring, forecasting, and long-term data archiving and access for civil applications, maintains ground-based and space-based assets to provide observations needed for space weather forecasting, prediction, and warnings, provides research to support operational responsibilities, and develops requirements for space weather forecasting technologies and science.

“(B) The Department of Defense provides operational space weather research, monitoring, and forecasting for the Department’s unique missions and applications.

“(C) The National Aeronautics and Space Administration provides increased understanding of the fundamental physics of the Sun-Earth system through basic research, space-based observations and modeling, developing new space-based technologies and missions, and monitoring of space weather for the National Aeronautics and Space Administration’s space missions.

“(D) The National Science Foundation provides increased understanding of the Sun-Earth system through ground-based measurements, technologies, and modeling.

“(E) The Department of the Interior collects, distributes, and archives operational ground-based magnetometer data in the United States and its territories, works with the international community to improve global geophysical monitoring, and develops crustal conductivity models to assess and mitigate risks from space weather-induced electric ground currents.

“(F) The Federal Aviation Administration provides operational requirements for space

weather services in support of aviation and for coordination of these requirements with the International Civil Aviation Organization, and integrates space weather data and products into the Next Generation Air Transportation System.

“(b) **COORDINATION BY OFFICE OF SCIENCE AND TECHNOLOGY POLICY.**—The Director of the Office of Science and Technology Policy shall—

“(1) coordinate the development and implementation of Federal Government activities conducted with respect to space weather to improve the ability of the United States to prepare for, avoid, mitigate, respond to, and recover from potentially devastating impacts of space weather; and

“(2) coordinate the activities of the interagency working group on space weather established under subsection (c).

“(c) **SPACE WEATHER INTERAGENCY WORKING GROUP.**—Not later than 90 days after the date of enactment of the PROSWIFT Act, the National Science and Technology Council shall establish an interagency working group on space weather (in this chapter referred to as the ‘interagency working group’) to coordinate executive branch actions that improve the understanding and prediction of and preparation for space weather phenomena, and coordinate Federal space weather activities.

“(1) **MEMBERSHIP.**—The following entities shall be members of the interagency working group:

“(A) The National Oceanic and Atmospheric Administration.

“(B) The National Aeronautics and Space Administration.

“(C) The National Science Foundation.

“(D) The Department of Defense.

“(E) The Department of the Interior.

“(F) Such other Federal agencies as the Director of the Office of Science and Technology Policy deems appropriate.

“(2) **INTERAGENCY AGREEMENTS.**—

“(A) The members of the interagency working group may enter into one or more interagency agreements providing for cooperation and collaboration in the development of space weather spacecraft, instruments, technologies, and research to operations and operations to research in accordance with this chapter.

“(B) The Administrator of the National Aeronautics and Space Administration and the Administrator of the National Oceanic and Atmospheric Administration shall enter into one or more interagency agreements providing for cooperation and collaboration in the development of space weather spacecraft, instruments, and technologies in accordance with this chapter.

“(3) **INTERNATIONAL, ACADEMIC COMMUNITY, AND COMMERCIAL SECTOR COLLABORATION.**—Each Federal agency participating in the space weather interagency working group established under this subsection shall, to the extent practicable, increase engagement and cooperation with the international community, academic community, and commercial space weather sector on the observational infrastructure, data, and scientific research necessary to advance the monitoring, forecasting, and prediction of, preparation for, and protection from, space weather phenomena.

“(d) **SPACE WEATHER ADVISORY GROUP.**—

“(1) **IN GENERAL.**—

“(A) **ESTABLISHMENT.**—Not later than 180 days after the date of the enactment of the PROSWIFT Act, the Administrator of the National Oceanic and Atmospheric Administration, in consultation with other relevant Federal agencies, shall establish a space weather advisory group (in this chapter referred to as the ‘advisory group’) for the purposes of receiving advice from the academic