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

There was no objection.

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

H.R. 359, the Cost-Share Accountability Act of 2025, is a good government bill that does exactly what it says: It improves accountability.

Led by Mr. OBERNOLTE, this bill requires the Department of Energy (DOE) to submit a quarterly report to Congress describing instances where it has modified or waived cost-share requirements and make these reports publicly available.

DOE is subject to cost-share requirements when making awards for research, development, demonstration, and commercial application activities. This means that each project must have a certain funding percentage, usually at least 50 percent, contributed by the award recipient. However, DOE can modify or eliminate those requirements, when necessary, which is an authority that can be critical to supporting early-stage technologies.

H.R. 359 does not prevent DOE from waiving cost-share requirements. It simply ensures that any changes are reported to Congress and are made public. Transparency and accountability are important because they allow us to track how taxpayer dollars are spent once appropriated to DOE.

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

□ 1415

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

I join the chairman of the committee to rise in support of the Cost-Share Accountability Act of 2025.

I thank the gentleman from California (Mr. OBERNOLTE) and the gentleman from Illinois (Mr. FOSTER) for reintroducing this bipartisan, commonsense bill.

The Department of Energy spends billions of dollars every year supporting research, development, demonstration, and commercialization activities. Per the Energy Policy Act of 2005, the Department of Energy requires not less than 20 percent for research and development and not less than 50 percent for demonstration or commercial application activities to be provided from a non-Federal source so that all stakeholders have some skin in the game and to control costs for taxpayers.

To ensure that the cost-match requirement is not a barrier to entry, the Secretary of Energy has the discretion to reduce or eliminate this cost-share requirement if the Secretary determines that it is necessary or appropriate to do so.

While it is important that the Secretary has this flexibility, current law contains no permanent requirement for the Department of Energy to notify Congress of the use of this flexible authority to reduce or eliminate such requirements.

Thus, H.R. 359, the Cost-Share Accountability Act of 2025, will direct the Department of Energy to provide quarterly reporting requirements to Congress on the use of the Secretary of Energy's cost-share waiver authority. This bill would ensure that Congress is able to perform its oversight responsibilities and help inform future potential legislation to modify the cost-share requirements.

Mr. Speaker, I again thank our colleagues from both sides of the aisle for introducing and reintroducing this bipartisan bill. I urge everyone to vote ''yes'' on H.R. 359, and I reserve the balance of my time.

Mr. BABIN. Mr. Speaker, I yield as much time as he may consume to the gentleman from California (Mr. OBERNOLTE) to speak on his bill.

Mr. OBERNOLTE. Mr. Speaker, I am honored to rise in support of my bill, H.R. 359, the Cost-Share Accountability Act of 2025. I thank my colleague and my friend from Illinois, Congressman BILL FOSTER, for leading this bipartisan piece of legislation with me.

Mr. Speaker, cutting-edge research and development and energy technology is often catalyzed through grants awarded by the Department of Energy. Normally those grants come with a cost-sharing requirement usually of around 50 percent. That is important because it makes sure that the entity that the grant is awarded to has some skin in the game, and it also ensures the taxpayers get the best value for their dollar when that grant is performed. However, the Department of Energy has the ability under Federal law to waive or reduce that grant amount.

It has become clear in recent years that it is not transparent when the DOE uses that authority. It is hampering our ability as Members of Congress to provide the oversight necessary into the activities of the DOE.

This bill will impose a quarterly reporting requirement on the Department of Energy during which they must report to Congress and the public occasions under which in the last 90 days they have utilized the ability to reduce or eliminate the cost-share requirement. This will provide us in Congress the information we need to do our job of oversight, and it will also make sure that the ability to reduce or eliminate the cost sharing is used appropriately and in appropriate circumstances.

Mr. Speaker, this is transparent, bipartisan, good government legislation, and I urge my colleagues to vote ''yes.''

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

Mr. Speaker, it is a thing of beauty to watch Mr. OBERNOLTE and Mr. FOSTER legislate together. I have seen it for a number of years on the House Committee on Science, Space, and Technology. It is one of the reasons why I am so excited for H.R. 359 and to see its passage here in the House of Representatives.

Mr. Speaker, I thank my colleagues for introducing this bill and for their work. I urge a very strong ''yes'' vote on H.R. 359, and I yield back the balance of my time.

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

Mr. Speaker, this bill passed the House with unanimous support in the 118th Congress and is a prime example of the bipartisan backing for Congress' role in overseeing transparent and efficient spending by Federal agencies. I thank Representative OBERNOLTE for leading this legislation again in the 119th Congress and Representative FOSTER for cosponsoring it.

Mr. Speaker, I urge all my colleagues to join me in support of this bill, 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. BABIN) that the House suspend the rules and pass the bill, H.R. 359.

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. BABIN. 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.

MATHEMATICAL AND STATISTICAL MODELING EDUCATION ACT

Mr. BABIN. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 730) to coordinate Federal research and development efforts focused on modernizing mathematics in STEM education through mathematical and statistical modeling, including data-driven and computational thinking, problem, project, and performance-based learning and assessment, interdisciplinary exploration, and career connections, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 730

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 ''Mathematical and Statistical Modeling Education Act''.

SEC. 2. MATHEMATICAL AND STATISTICAL MODELING EDUCATION.

(a) FINDINGS.—Congress finds the following:

(1) The mathematics taught in schools, including statistical problem solving and data science, is not keeping pace with the rapidly evolving needs of the public and private sector, resulting in a STEM skills shortage and employers needing to expend resources to train and upskill employees.

(2) According to the Bureau of Labor Statistics, the United States will need 1,000,000

additional STEM professionals than it is on track to produce in the coming decade.

(3) The field of data science, which is relevant in almost every workplace, relies on the ability to work in teams and use computational tools to do mathematical and statistical problem solving.

(4) Many STEM occupations offer higher wages, more opportunities for advancement, and a higher degree of job security than non-STEM jobs.

(5) The STEM workforce relies on computational and data-driven discovery, decision making, and predictions, from models that often must quantify uncertainty, as in weather predictions, spread of disease, or financial forecasting.

(6) Most fields, including analytics, science, economics, publishing, marketing, actuarial science, operations research, engineering, and medicine, require data savvy, including the ability to select reliable sources of data, identify and remove errors in data, recognize and quantify uncertainty in data, visualize and analyze data, and use data to develop understanding or make predictions.

(7) Rapidly emerging fields, such as artificial intelligence, machine learning, quantum computing and quantum information, all rely on mathematical and statistical concepts, which are critical to prove under what circumstances an algorithm or experiment will work and when it will fail.

(8) Military academies have a long tradition in teaching mathematical modeling and would benefit from the ability to recruit students with this expertise from their other school experiences.

(9) Mathematical modeling has been a strong educational priority globally, especially in China, where participation in United States mathematical modeling challenges in high school and higher education is orders of magnitude higher than in the United States, and Chinese teams are taking a majority of the prizes.

(10) Girls participate in mathematical modeling challenges at all levels at similar levels as boys, while in traditional mathematical competitions girls participate less and drop out at every stage. Students cite opportunity for teamwork, using mathematics and statistics in meaningful contexts, ability to use computation, and emphasis on communication as reasons for continued participation in modeling challenges.

(b) DEFINITIONS.—In this section:

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

(2) FEDERAL LABORATORY.—The term ''Federal laboratory'' has the meaning given such term in section 4 of the Stevenson-Wydler Technology Innovation Act of 1980 (15 U.S.C. 3703).

(3) FOUNDATION.—The term ''Foundation'' means the National Science Foundation.

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

(5) MATHEMATICAL MODELING.—The term ''mathematical modeling'' has the meaning given such term in the 2019 Guidelines to Assessment and Instruction in Mathematical Modeling Education (GAIMME) report, 2nd edition.

(6) OPERATIONS RESEARCH.—The term ''operations research'' means the application of scientific methods to the management and administration of organized military, governmental, commercial, and industrial processes to maximize operational efficiency.

(7) STATISTICAL MODELING.—The term ''statistical modeling'' has the meaning given such term in the 2021 Guidelines to Assessment and Instruction in Statistical Education (GAISE II) report.

(8) STEM.—The term ''STEM'' means the academic and professional disciplines of science, technology, engineering, and mathematics, including computer science.

(c) PREPARING EDUCATORS TO ENGAGE STUDENTS IN MATHEMATICAL AND STATISTICAL MODELING.—The Director shall make awards on a merit-reviewed, competitive basis to institutions of higher education and nonprofit organizations (or a consortium thereof) for research and development to advance innovative approaches to support and sustain high-quality mathematical modeling education in schools that are operated by local educational agencies, including statistical modeling, data science, operations research, and computational thinking. The Director shall encourage applicants to form partnerships to address critical transitions, such as middle school to high school, high school to college, and school to internships and jobs.

(d) APPLICATION.—An entity seeking an award under subsection (c) shall submit an application at such time, in such manner, and containing such information as the Director may require. The application shall include the following:

(1) A description of the target population to be served by the research activity for which such an award is sought, including student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), and students experiencing homelessness and children and youth in foster care.

(2) A description of the process for recruitment and selection of students, educators, or local educational agencies to participate in such research activity.

(3) A description of how such research activity may inform efforts to promote the engagement and achievement of students, including students from groups historically underrepresented in STEM, in prekindergarten through grade 12 in mathematical modeling and statistical modeling using problem-based learning with contextualized data and computational tools.

(4) In the case of a proposal consisting of a partnership or partnerships with one or more local educational agencies and one or more researchers, a plan for establishing a sustained partnership that is jointly developed and managed, draws from the capacities of each partner, and is mutually beneficial.

(e) PARTNERSHIPS.—In making awards under subsection (c), the Director shall encourage applications that include the following:

(1) Partnership with a nonprofit organization or an institution of higher education that has extensive experience and expertise in increasing the participation of students in prekindergarten through grade 12 in mathematical modeling and statistical modeling.

(2) Partnership with a local educational agency, a consortium of local educational agencies, or Tribal educational agencies.

(3) An assurance from school leaders to making reforms and activities proposed by the applicant a priority.

(4) Ways to address critical transitions, such as middle school to high school, high school to college, and school to internships and jobs.

(5) Input from education researchers and cognitive scientists, as well as practitioners in research and industry, so that what is being taught is up-to-date in terms of content and pedagogy.

(6) A communications strategy for early conversations with parents, school leaders, school boards, community members, employers, and other stakeholders.

(7) Resources for parents, school leaders, school boards, community members, and other stakeholders to build skills in modeling and analytics.

(f) USE OF FUNDS.—An entity that receives an award under this section shall use the award for research and development activities to advance innovative approaches to support and sustain high-quality mathematical modeling education in public schools, including statistical modeling, data science, operations research, and computational thinking, which may include the following:

(1) Engaging prekindergarten through grade 12 educators in professional learning opportunities to enhance mathematical modeling and statistical problem solving knowledge, and developing training and best practices to provide more interdisciplinary learning opportunities.

(2) Conducting research on curricula and teaching practices that empower students to choose the mathematical, statistical, computational, and technological tools they will apply to a problem, as is required in life and the workplace, rather than prescribing a particular approach or method.

(3) Providing students with opportunities to explore and analyze real data sets from contexts that are meaningful to the students, which may include the following:

(A) Missing or incorrect values.

(B) Quantities of data that require choice and use of appropriate technology.

(C) Multiple data sets that require choices about which data are relevant to the current problem.

(D) Data of various types including quantities, words, and images.

(4) Taking a school or district-wide approach to professional development in mathematical modeling and statistical modeling.

(5) Engaging rural local agencies.

(6) Supporting research on effective mathematical modeling and statistical modeling teaching practices, including problem- and project-based learning, universal design for accessibility, and rubrics and mastery-based grading practices to assess student performance.

(7) Designing and developing pre-service and in-service training resources to assist educators in adopting transdisciplinary teaching practices within mathematics and statistics courses.

(8) Coordinating with local partners to adapt mathematics and statistics teaching practices to leverage local natural, business, industry, and community assets in order to support community-based learning.

(9) Providing hands-on training and research opportunities for mathematics and statistics educators at Federal laboratories, institutions of higher education, or in industry.

(10) Developing mechanisms for partnerships between educators and employers to help educators and students make connections between their mathematics and statistics projects and topics of relevance in today's world.

(11) Designing and implementing professional development courses and experiences, including mentoring for educators, that combine face-to-face and online experiences.

(12) Reducing gaps in access to learning opportunities for students from groups historically underrepresented in STEM.

(13) Providing support and resources for students from groups historically underrepresented in STEM.

(14) Addressing critical transitions, such as middle school to high school, high school to college, and school to internships and jobs.

(15) Researching effective approaches for engaging students from groups historically underrepresented in STEM.

(16) Any other activity the Director determines will accomplish the goals of this section.

(g) EVALUATIONS.—All proposals for awards under this section shall include an evaluation plan that includes the use of outcome oriented measures to assess the impact and efficacy of the award. Each recipient of an award under this section shall include results from such evaluative activities in annual and final project reports.

(h) ACCOUNTABILITY AND DISSEMINATION.—

(1) EVALUATION REQUIRED.—The Director shall evaluate the portfolio of awards made under this section. Such evaluation shall—

(A) use a common set of benchmarks and tools to assess the results of research conducted under such awards and identify best practices; and

(B) to the extent practicable, integrate the findings of research resulting from the activities funded through such awards with the findings of other research on student's pursuit of degrees or careers in STEM.

(2) REPORT ON EVALUATIONS.—Not later than 180 days after the completion of the evaluation under paragraph (1), the Director shall submit to Congress and make widely available to the public a report that includes the following:

(A) The results of the evaluation.

(B) Any recommendations for administrative and legislative action that could optimize the effectiveness of the awards made under this section.

(i) FUNDING.—$10,000,000 for each of the fiscal years 2026 through 2030 is authorized to be used by the Directorate for STEM Education of the National Science Foundation to carry out this section.

SEC. 3. NASEM REPORT ON MATHEMATICAL AND STATISTICAL MODELING EDUCATION IN PREKINDERGARTEN THROUGH 12TH GRADE.

(a) STUDY.—Not later than 180 days after the date of the enactment of this Act, the Director of the National Science Foundation (in this section referred to as the ''Director'') shall seek to enter into an agreement with the National Academies of Sciences, Engineering and Medicine (in this section referred to as ''NASEM'') (or if NASEM declines to enter into such an agreement, another appropriate entity) under which NASEM, or such other appropriate entity, agrees to conduct a study on the following:

(1) Factors that enhance or barriers to the implementation of mathematical modeling and statistical modeling in elementary and secondary education, including opportunities for and barriers to use modeling to integrate mathematical and statistical ideas across the curriculum, including the following:

(A) Pathways in mathematical modeling and statistical problem solving from kindergarten to the workplace so students are able to identify opportunities to use their school mathematics and statistics in a variety of jobs and life situations and so employers can benefit from students' school learning of data science, computational thinking, mathematics, statistics, and related subjects.

(B) The role of community-based problems, service-based learning. and internships for connecting students with career preparatory experiences.

(C) Best practices in problem-, project-, performance-based learning and assessment.

(2) Characteristics of teacher education programs that successfully prepare teachers to engage students in mathematical modeling and statistical modeling, as well as gaps and suggestions for building capacity in the pre-service and in-service teacher workforce.

(3) Mechanisms for communication with stakeholders, including parents, administrators, and the public, to promote understanding and knowledge of the value of mathematical modeling and statistical modeling in education.

(b) PUBLIC STAKEHOLDER MEETING.—In the course of completing the study described in subsection (a), NASEM or such other appropriate entity shall hold not fewer than one public meeting to obtain stakeholder input on the topics of such study.

(c) REPORT.—The agreement under subsection (a) shall require NASEM, or such other appropriate entity, not later than 24 months after the effective date of such agreement, to submit to the Director, the Secretary of Education, and the Congress a report containing the following:

(1) The results of the study conducted under subsection (a).

(2) Recommendations to modernize the processes described in subsection (a)(1).

(3) Recommendations for such legislative and administrative action as NASEM, or such other appropriate entity, determines appropriate.

(d) FUNDING.—$1,000,000 for each of the fiscal years 2026 through 2030 is authorized to be used by the Directorate for STEM Education of the National Science Foundation to carry out this section.

SEC. 4. LIMITATIONS.

(a) LIMITATION ON FUNDING.—Amounts made available to carry out sections 2 and 3 shall be derived from amounts appropriated or otherwise made available to the National Science Foundation.

(b) SUNSET.—The authority to provide awards under this Act shall expire on September 30, 2029.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Texas (Mr. BABIN) and the gentlewoman from Michigan (Ms. STEVENS) each will control 20 minutes.

The Chair recognizes the gentleman from Texas.

GENERAL LEAVE

Mr. BABIN. 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 H.R. 730, 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. BABIN. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I am proud to support H.R. 730, the Mathematical and Statistical Modeling Education Act, sponsored by my colleagues Representatives HOULAHAN and BAIRD.

The importance of STEM education to our economy cannot be overstated. The National Science Board's 2024 Science and Engineering Indicators report estimates that our country's STEM workforce constitutes 24 percent of all U.S. jobs. Further still, the Bureau of Labor Statistics predicts that the need for STEM jobs will increase by another 11 percent by 2032.

America's education sector must ensure that we meet this growing demand head-on. Many STEM jobs require data comprehension to inform decision-making, but we are currently not providing a strong foundation for that skill in our schools.

H.R. 730 would modernize our mathematics curriculum by providing competitive, merit-based grants to support mathematical and statistical modeling education.

Having served on the House Committee on Science, Space, and Technology since joining Congress, and now as the sitting chairman, I understand the importance of mathematical and statistical analyses. I have had a front row seat to the extraordinary accomplishments of our domestic STEM talent across many industries and professions. One thing they all share is a solid foundation and understanding of mathematics and modeling.

These skills are crucial to a wide variety of occupations, informing computational and data-driven thinking that supports the growth of a versatile STEM workforce. Statistical analysis underpins everything from the development of artificial intelligence to improving advanced manufacturing.

This bill will allow us to teach these skills more effectively through R&D and new curricula and methodologies. H.R. 730 also directs the National Academies to conduct a study identifying best practices for mathematical and statistical modeling education.

I thank Representatives HOULAHAN and BAIRD for their work on this logical legislation that supports our students and our economy. This bill passed the House in the 117th and 118th Congresses, and I urge my colleagues to pass it again today.

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

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

Mr. Speaker, this is a real honor and a delight to be speaking on behalf of and in support of the Mathematical and Statistical Modeling Education Act, otherwise known as H.R. 730.

We have here in the House Chamber gallery an audience of about 75 people. It is really quite amazing to have the outside public in the Hall of the House of Representatives watch this debate today, because if you are interested in government, maybe sometimes you are attuned to what is going on, on social media or the cable news, and sometimes that really misses the mark of what we are doing here in the Nation's Capital, which is bipartisan legislation committed to moving this Nation forward.

Mr. Speaker, I don't say that lightly. I look at Representative HOULAHAN and Representative BAIRD, two Members of the class of 2018, both in their fourth term. I have passed legislation with both of them. Now they have joined together to pass H.R. 730, a STEM bill, science, technology, engineering, and mathematics. You don't have STEM without mathematics.

We call on the National Science Foundation to support mathematical and statistical modeling education starting in elementary school and secondary schools. These activities include providing grants to academic institutions and nonprofit organizations

that improve data, science skills, enhance computational thinking, and enable access to professional development opportunities. My friends, this is how we compete and win on the world's stage.

It is so very important to me, as somebody who worked in a manufacturing research lab. I have brought in expert witnesses to the Science Committee that, yes, our great chairman has been a part of for his whole tenure in Congress. We have heard this from the researchers. I have heard this since before I came to Congress. We need this skill set.

This is what we want to say to the young people we have observing the floor right now. I don't know the full curriculum that they are in and whatnot. I imagine there is an interest in government. STEM is also of note. When we were doing STEM education in the lab I was in, we had a great researcher. This man had a great engineering degree, and we would do the STEM education. He would tell the students that he didn't always pass his math classes the first round, but he had the surrounding cushion to help him go back for a second round.

That is what it is all about in America. If you want to be an engineer or if you want to contribute to our advanced manufacturing economy, we want your talent. With the Baird-Houlahan bill, what we are going to do is see NSF do what it is already doing but double down for a continuing educational experience at the NSF so that students can thrive.

What we don't want is a bunch of one-offs and all of a sudden you are graduating high school and maybe you had some exposure to these computational skills. We are competing across the world with talent. Our schools need to have the best ability to thrive. I urge everybody in this data-driven, AI, exciting world that the United States is leading, and encourage our colleagues on both sides of the aisle to say, yes, we want this bill, H.R. 730, to move forward.

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

The SPEAKER pro tempore (Mr. BENTZ). The Chair reminds Members that the rules do not allow references to persons in the gallery.

□ 1430

Mr. BABIN. Mr. Speaker, I am prepared to close, and I reserve the balance of my time.

Ms. STEVENS. Mr. Speaker, I yield 3 minutes to the gentlewoman from Pennsylvania (Ms. HOULAHAN) for her remarks.

Ms. HOULAHAN. Mr. Speaker, I thank Representative HALEY STEVENS for this opportunity to speak on behalf of this really important legislation.

Imagine, if you will, the ability to model a manufacturing process to design a basketball shoe, maybe modeling the opportunity to cure a disease, maybe modeling market behavior, perhaps modeling a system to be able to equitably donate organs to people or molecules to cure a disease, modeling energy sources so that we can have a more safe and healthy planet, or maybe even, unfortunately, having to model the destruction of our infrastructure so that we can make sure that we have the national security resources to be able to protect our fine Nation.

H.R. 730, the Mathematical and Statistical Modeling Education Act, is designed to address all of these different issues in our society, but I come to the floor with really bad news, as though we needed more. America's K–12 students are falling further and further behind, particularly behind China's students, academically.

This lag is particularly concerning when we talk about the STEM fields because our industrial base continues to tell us that we are not educating and preparing the designers, engineers, and modelers of the future in order to be able to compete with our adversaries.

The National Assessment on Education Progress, which is colloquially known as the Nation's report card, has shown us that this knowledge and talent shortage is a nationwide challenge. In 2022, the assessment registered the largest decline in mathematics scores since we first started assessing in 1990. The scores of the average fourth grader were down 5 points. Worse, the average eighth grader recorded a score of 8 points lower than the previous assessment. The 2024 survey was even more concerning because it showed an overall growth of zero from 2022 and even declines among some students, as well.

With all the chaos that is unfolding in other parts of our government, particularly in the education sector, now is the time to invest in math and STEM education.

The Mathematical and Statistical Modeling Education Act is just one answer to this challenge. It is a bipartisan bill, and it directs $10 million of already-appropriated money to the National Science Foundation for a grant program that will support the modernization of mathematical and statistical modeling for education across this Nation.

As a former educator myself and an engineer by education and profession, I know personally that there is a very serious need to improve mathematics education for our K–12 students. Indeed, when I taught chemistry, I saw firsthand how my students struggled because they lacked the basic foundations in math that are necessary for the sciences. Today, I hear from both our generals and our CEOs about what these gaps mean for our country. It doesn't just hurt our economy. It hurts our national security, as well.

Math skills form the basis for all the STEM disciplines, and importantly, they also form the basis just for critical thinking and problem-solving in general. If our students can't get ahead in school, how will they get ahead in the STEM workforce as engineers, computer scientists, chemists, nurses, doctors, and much more?

The SPEAKER pro tempore. The time of the gentlewoman has expired.

Ms. STEVENS. Mr. Speaker, I yield an additional 1 minute to the gentlewoman from Pennsylvania.

Ms. HOULAHAN. Mr. Speaker, importantly, how will those who may decide to pursue STEM fields succeed where these same skills are useful among the trades or manufacturing?

Thankfully, schools across the country are developing new tools and curricula with students to help them learn these challenging topics.

I will repeat again that this is without any additional cost. This is with funds already appropriated.

I will also repeat again that this is a bipartisan piece of legislation that will provide our young people with the skills they need to succeed in our marketplace.

It passed in the 118th Congress unanimously out of the Committee on Science, Space, and Technology as well when it was last marked up. I hope that my colleagues will support this unanimously and make this bill finally a law.

Lastly, I thank my Republican colleague and fellow veteran, Mr. BAIRD, for his hard work on this legislation and extend appreciation to the staff of the SST Committee, as well as Representative STEVENS and Representative BABIN, who have helped shepherd this legislation through today.

Mr. Speaker, I urge my colleagues on both sides to support this commonsense, bipartisan measure to strengthen our national security and our economy.

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

Ms. STEVENS. Mr. Speaker, I yield myself the balance of my time to close.

Mr. Speaker, I thank our wonderful sponsors of this bill. It is really quite exciting. We continue to move toward urging colleagues to vote ''yes'' on H.R. 730, the Mathematical and Statistical Modeling Education Act.

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

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

Mr. Speaker, as teachers prepare the next generation of American STEM workers, we must invest in the best curricula and teaching methods. H.R. 730 will improve mathematical and statistical modeling education in the United States, ensuring American businesses have qualified workers with the necessary skills to drive innovation in STEM fields, including artificial intelligence and advanced manufacturing. This is good policy, which is why this same bill passed the House in the 117th and the 118th Congresses.

Mr. Speaker, I urge my colleagues to support it once again, and I yield back the balance of my time.

Mr. BAIRD. Mr. Speaker, the Mathematical and Statistical Modeling Education Act seeks

to improve the quality of STEM education in America. This bill will allow us to modernize math curricula and improve K–12 science, technology, engineering, and mathematics (STEM) education.

While this bill directs the National Science Foundation to grant awards to educational institutions, it does not award any new funding. As we look at reining in the out-of-control government spending and bureaucracy, we must work with the resources we already have.

As an animal scientist, I understand the life-changing effects STEM education can have when it comes to our livestock, creating innovative, more effective farming techniques, our food quality, and ultimately our Nation's well-being.

Proper STEM education has an invaluable impact on American innovation. It equips our students—our future workforce—to tackle the challenges of our modern digital economy. Modernizing STEM education also has wide-ranging impacts on our national security.

The United States' ability to create cutting-edge technologies has been vital to defeating our adversaries, especially as our adversary, Communist China, continues to make huge investments in STEM to try and out-compete the U.S. Beating China and maintaining our global competitive edge begins with strengthening STEM education in K–12 schools.

That is why I am proud to co-lead this bipartisan legislation to ensure that the United States continues to dominate when it comes to STEM education.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Texas (Mr. BABIN) that the House suspend the rules and pass the bill, H.R. 730, 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.

UNITED STATES RESEARCH PROTECTION ACT

Mr. BABIN. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 1318) to amend the Research and Development, Competition, and Innovation Act to clarify the definition of foreign country for purposes of malign foreign talent recruitment restriction, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 1318

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

SECTION 1. SHORT TITLE.

This Act may be cited as the ''United States Research Protection Act''.

SEC. 2. CLARIFICATION OF DEFINITION OF FOREIGN COUNTRY FOR PURPOSES OF MALIGN FOREIGN TALENT RECRUITMENT RESTRICTION.

Paragraph (4) of section 10638 of title VI of division B of the Research and Development, Competition, and Innovation Act (Public Law 117–167; 42 U.S.C. 19237) is amended—

(1) by inserting ''of concern'' after ''foreign country'' each place such term appears;

(2) by striking ''means—'' and all that follows through ''any program, position, or activity'' and inserting ''means any program, position, or activity'';

(3) by striking subparagraph (B);

(4) by redesignating clauses (i) through (ix) as subparagraphs (A) through (I), respectively, and moving such subparagraphs, as so redesignated, two ems to the left;

(5) in the matter preceding subparagraph (A), as so redesignated, by striking ''directly provided'' and inserting ''whether directly or indirectly provided''; and

(6) in subparagraph (I), as so redesignated, by striking ''; and'' and inserting a period.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Texas (Mr. BABIN) and the gentlewoman from Michigan (Ms. STEVENS) each will control 20 minutes.

The Chair recognizes the gentleman from Texas.

GENERAL LEAVE

Mr. BABIN. Mr. 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 H.R. 1318, 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. BABIN. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I am pleased to stand in support of H.R. 1318, the United States Research Protection Act, sponsored by my colleagues, Representatives KENNEDY and STEVENS. This legislation passed the House in the 118th Congress, and I am pleased that we are taking it up again today.

America's leadership in science and technology is built on the foundation of Federal investments and basic research. These investments enhance our national security, strengthen our economy, and improve the lives of our citizens.

Our unique research ecosystem, which combines Federal, academic, and private R&D efforts, drives America's advancement in science and technology. However, for this system to work, we need a degree of open science that facilitates collaboration and transparency. The challenge is ensuring this openness does not compromise our research security.

While the U.S. has significantly profited from this system, other countries—friends and foes—also benefit from U.S. investments. The theft of our basic research poses a significant risk to our global competitiveness. It takes our cutting-edge innovations and puts them to work for our adversaries, undermining our economy and hindering our ability to stay at the forefront of discovery.

A 2023 survey by the Center for Strategic and International Studies found 224 reported instances of Chinese espionage directed at the United States since 2000.

After conducting oversight of recently enacted research security requirements, the House Science, Space, and Technology Committee was informed that complicated and confusing language in the CHIPS and Science Act was preventing the academic community from fully securing taxpayer-funded research.

H.R. 1318 will update and clarify the definition of a malign foreign talent recruitment program to assist universities and agencies in protecting our national investments. This bill is a simple bipartisan solution to protect our tax dollars and the research that they fund from foreign espionage.

Mr. Speaker, I thank Representatives KENNEDY and STEVENS for their work on this critical legislation. I urge my colleagues to support H.R. 1318, and I reserve the balance of my time.

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

Mr. Speaker, I rise in support of my bill, H.R. 1318, alongside Congressman KENNEDY of Utah, the United States Research Protection Act. I certainly thank Mr. KENNEDY for his bipartisan leadership on this exciting and important topic and, frankly, an essential topic.

In the 117th Congress, we got the CHIPS and Science Act done. It included a lot of provisions focused on improving research security. This landmark law also included a prohibition on Federal researchers' participation in foreign talent recruitment programs sponsored by adversaries of the United States seeking to undermine our Nation's competitiveness. This is a serious and very real topic.

By installing safeguards and creating informed practices for our agencies, institutions, and researchers to implement, the CHIPS and Science Act is continuing the innovation ecosystem necessary to win into the mid-21st century.

From my vantage point of serving on the Science, Space, and Technology Committee and the Select Committee on the Strategic Competition Between the United States and the Chinese Communist Party, I certainly understand the risks. Many of us who are delving into these topics have really glommed on to the risks posed to our research enterprise from adversaries like China and Russia.

The committees that are enabling us to operate in a bipartisan way have also explored the methods used to circumvent the safeguards that our country has put into place, including going through third-party countries.

This is why we want to ensure our research institutions have the best interests in mind, the best talent going to them, American talent, doing very innovative things, but they need to have the necessary clarity to faithfully implement research security measures that the CHIPS and Science Act put into place to protect our national research assets.

H.R. 1318 clarifies—it is always nice to clarify in legislation—the definition of malign foreign talent recruitment program so that our beloved universities and research institutions can