

to young people. It is a noncompetitive program designed to acknowledge young people for their initiative, achievement, and service.

Over 8.1 million hours of service have been contributed to communities across the country as part of the Congressional Award program. There are currently over 50,000 youth enrolled, and they reside in every congressional district across this country. This award encourages young Americans to do and to be their best, but the program has lapsed. My office is receiving notes from people who are not receiving their hard-earned awards.

Believe it or not, there are people who are proud that these are congressional awards, and they are proud that we are encouraging them.

Take this note that I received from a constituent: "I earned both the Silver and the Gold Medal for the Congressional Award last year. However, due to backlogs or shortages, I still haven't received the actual awards. I would like to get them from you if that is the case."

This young student, like thousands across the country, put in time and effort, working toward their award, but, unfortunately, they have been unable to receive it because the program has expired. Congress needs to reauthorize it.

That is why this reauthorization is so important. It will ensure that the young people who achieved their own challenging goals and who helped their communities with their volunteer hours are recognized and honored for their work.

Mr. Speaker, I thank my cosponsors again for their support and Chairman TIM WALBERG and Ranking Member BOBBY SCOTT for their assistance and support of this important bill.

Mr. Speaker, I urge my colleagues to vote "yes."

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

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

Mr. Speaker, this bill reauthorizes the Congressional Award program that has been an acknowledgment of achievements by individuals since 1979, recognizing their accomplishments and service within their communities.

This is more than just an award. It is about empowering our youth to engage in their communities and realize their full potential.

As young people are being tested in today's climate and atmosphere, it is crucial that we uplift them and celebrate their accomplishments.

Mr. Speaker, I urge my colleagues to join me in supporting the bill, and I yield back the balance of my time.

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

Mr. Speaker, as I close, I thank my colleagues, including my ranking member, BOBBY SCOTT, for this work in a bipartisan way. We have worked to reauthorize the Congressional Award Act,

including Representative RICHARD HUDSON of North Carolina and Senator LUMMIS of Wyoming.

For decades, the Congressional Award Act has inspired young people to engage with their communities and improve the lives of their neighbors and themselves. On the Education and Workforce Committee, we are constantly working to promote more pathways for success for students and young adults so that they can thrive. The Congressional Award program is yet another step to encourage young people to set goals, develop a plan, and be the best that they can be.

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

□ 1420

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Michigan (Mr. WALBERG) that the House suspend the rules and pass the bill, S. 284.

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. WALBERG. 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.

#### WHOLE MILK FOR HEALTHY KIDS ACT OF 2025

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I move to suspend the rules and pass the bill (S. 222) to amend the Richard B. Russell National School Lunch Act to allow schools that participate in the school lunch program to serve whole milk, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

S. 222

*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 "Whole Milk for Healthy Kids Act of 2025".

#### SEC. 2. ORGANIC OR NON-ORGANIC WHOLE MILK PERMISSIBLE.

(a) IN GENERAL.—Section 9(a)(2) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(a)(2)) is amended—

(1) in subparagraph (A)—

(A) by striking clauses (i) and (ii) and inserting the following:

"(i) shall offer students a variety of fluid milk;

"(ii) may offer students options which may include flavored and unflavored organic or nonorganic whole, reduced-fat, low-fat, and fat-free fluid milk and lactose-free fluid milk, and nondairy beverages that are nutritionally equivalent to fluid milk and meet the nutritional standards established by the Secretary (which shall, among other requirements to be determined by the Secretary, include fortification of calcium, protein, vitamin A, and vitamin D to levels found in cow's milk); and"; and

(B) in clause (iii), by striking "physician" and inserting "physician, parent, or legal guardian";

(2) in subparagraph (C), in the matter preceding clause (i), by striking "fluid milk products" and inserting "products described in subparagraph (A)(ii)"; and

(3) by adding at the end the following:

"(D) SATURATED FAT.—Milk fat included in any fluid milk provided under subparagraph (A) shall not be considered saturated fat for purposes of measuring compliance with the allowable average saturated fat content of a meal under section 210.10 of title 7, Code of Federal Regulations (or successor regulations).

"(E) APPLICATION.—Subparagraph (B)(ii) is not applicable to a school that offers nondairy beverages under subparagraph (A)(ii)."

(b) CONFORMING AMENDMENTS.—

(1) Section 14(f) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1762a(f)) is amended in the third sentence by inserting "or a nondairy beverage that meets the nutritional standards described in section 9(a)(2)(B)" after "milk".

(2) Section 20(c) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1769b(c)) is amended by striking "patterns and fluid milk requirements" and inserting "patterns, fluid milk requirements, and nutritional standards for nondairy beverages".

#### SEC. 3. INCLUDING FOOD ALLERGY INFORMATION IN EXISTING TRAINING MODULES FOR LOCAL FOOD SERVICE PERSONNEL.

(a) FOOD ALLERGY TRAINING MODULE.—Section 7(g)(2)(B)(iii) of the Child Nutrition Act of 1966 (42 U.S.C. 1776(g)(2)(B)(iii)) is amended—

(1) by redesignating subclauses (II) and (III) as subclauses (III) and (IV), respectively; and

(2) by inserting after subclause (I) the following:

"(II) food allergies, including information on the best practices to prevent, recognize, and respond to food-related allergic reactions;";

(b) CERTIFICATION.—Section 7(g)(2)(B)(ii)(II) of the Child Nutrition Act of 1966 (42 U.S.C. 1776(g)(2)(B)(ii)(II)) is amended by striking "clause (i)" and inserting "clauses (i) and (iii)".

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Pennsylvania (Mr. THOMPSON) and the gentleman from Virginia (Mr. SCOTT) each will control 20 minutes.

The Chair recognizes the gentleman from Pennsylvania.

#### GENERAL LEAVE

Mr. THOMPSON of Pennsylvania. 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 S. 222.

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

There was no objection.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of a bill near and dear to my heart, the Whole Milk for Healthy Kids Act of 2025.

My legislation will allow for unflavored and flavored whole, reduced-fat, or 2 percent milk to be offered in school cafeterias, giving our

students the option to choose the milk that they want to drink.

Milk is an essential building block for a well-rounded and balanced diet, offering 13 essential nutrients and numerous health benefits.

Unfortunately, out-of-touch and outdated Federal regulations have imposed restrictions on the types of milk students have access to in school meals. While the Healthy, Hunger-Free Kids Act's intention to reduce child obesity was good, its impacts to attack whole milk have been misguided and devastating over the 15 years since its passage, resulting in the loss of an entire generation of milk drinkers.

It has always been a myth that whole milk causes weight gain. The beverage is 97 percent fat-free, and it is the least processed type of milk. Common sense tells us that whole milk is not the culprit of childhood obesity. Instead, milk is the number one source of protein for kids ages 2 to 11. Milk is also the top source of calcium, potassium, phosphorus, and vitamin D for children ages 2 to 18.

Medical research has proven that whole milk has several benefits, such as strong bone density, a healthier immune system, reduced cardiovascular risk, lowered blood pressure, reduced hunger cravings, reduced type 2 diabetes risk, and increased sleep quality.

Additionally, children are not consuming the amount of dairy recommended by the Dietary Guidelines for Americans and are not getting these important benefits and nutrients. The Dietary Guidelines Advisory Committee reported that over two-thirds of school-age children fail to meet the recommended levels of dairy. Rather than drinking milk they didn't like, students are throwing it away and losing out on the 21 essential minerals and 13 vitamins necessary for healthy development.

School nutrition programs provide critical access to the nutrients growing children need, including those provided by milk. In fact, school meals provide 77 percent of the total daily milk consumption for low-income children ages 5 to 18.

In addition, it is also important to remember that this legislation does not require any student to drink or any school to serve whole milk. Rather, this legislation simply gives schools the flexibility to serve a broader variety of milk in the school lunchroom.

Dairy farmers in Pennsylvania's 15th Congressional District and across our country work hard every day to produce nutritious milk for our families and communities.

I am proud to lead this legislation that would allow schools to serve flavored and unflavored whole and reduced-fat milk in school cafeterias. Today, we will restore students' access to a wide variety of milk options, ensuring students have the necessary nutrients to learn and grow.

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

Mr. SCOTT of Virginia. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, today, we are considering S. 222, the Whole Milk for Healthy Kids Act of 2025.

School meals play a critical role in reducing child hunger and providing children with the healthy food they need in this country. Milk offered as part of these meals can deliver essential nutrients that are central to a child's development. That is why it is important that students be provided with the most nutritional options.

Child nutrition standards for school meals, including milk options, are guided by the Dietary Guidelines for Americans, DGAs, which are periodically updated based on recommendations from child nutrition experts and public input.

The latest DGAs, supported by the American Heart Association, the American Academy of Pediatrics, the American Public Health Association, the Academy of Nutrition and Dietetics, and over a dozen other public health advocate organizations, agree that fat-free and low-fat milk are the healthiest options for children.

The DGAs must follow the Dietary Guidelines Advisory Committee's evidence-based recommendations to maintain current limits on saturated fat, sugars, and sodium. Simply put, nutrition standards must be guided by scientists, not politicians and industry lobbyists. If there is a controversy, that should be debated at meetings of the Dietary Guidelines Advisory Committee, not with a group of politicians.

S. 222, the Whole Milk for Healthy Kids Act of 2025, disregards evidence-based recommendations by removing the statutory requirement that milk options served must align with the DGAs and exempts the saturated fat found in milk from the total regulatory limits on saturated fat in school meals. This would allow schools participating in the National School Lunch Program to serve dietary options, such as whole milk, that do not align with the current science-based recommendations, which protect children's health.

For these reasons, Mr. Speaker, the bill should be defeated.

I do recognize, however, that there are some improvements to existing law in the bill, including better options for students seeking a non-dairy alternative. Schools will now have an easier process to serve nutritionally equivalent, nondairy beverages, such as soy milk, and provide that they may be served in the regular lunch line. Increasing access to plant-based meals and beverages in the lunchroom is a goal everyone should be able to support. However, this is not enough of an improvement, considering the bill's other shortcomings.

Whole milk contains far more saturated fat, cholesterol, and calories than fat-free and low-fat milk. Experts agree that saturated fat from whole

milk increases the risk of heart disease, the leading cause of death in this country.

In fact, the majority of Americans consume too much saturated fat. More than 80 percent of the U.S. population exceeds the recommended limit. This bill needlessly inserts politics into what should be a science-based process, to the detriment of our children's health.

The Trump administration has demonstrated time and time again its disregard for public health and evidence-based interventions, and these revisions to the DGAs in this bill will have the same disregard for following the evidence. However, hopefully, future administrations will recommit to science and the decades of nutritional guidance that ensure children will receive the healthiest meals possible.

Mr. Speaker, I am also disappointed by the majority's decision to depart from precedent by moving a limited child nutrition bill outside of a comprehensive child nutrition reauthorization.

□ 1430

More to the point, this is the only piece of legislation that our committee has considered this year that amends laws governing child nutrition programs.

We have considered no bills that improve access to free school meals; no bills to improve the Supplemental Nutrition Program for Women, Infants, and Children, the WIC program; no bills to improve options for summer food programs; no bills to improve the Child and Adult Care Food Program, and no bills to address the need for healthy meals after the school day is over.

The majority did, however, choose to advance that big, ugly bill which contains Medicaid and SNAP cuts, which will result in a drastic reduction in the number of students eligible for free school meals.

Mr. Speaker, for these reasons, I oppose the bill, and I reserve the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 2 minutes to the gentleman from Michigan (Mr. WALBERG), the chairman of the Education and Workforce Committee.

Mr. WALBERG. Mr. Speaker, I rise today in support of S. 222, the Whole Milk for Healthy Kids Act of 2025.

For nearly 80 years, the National School Lunch Program has provided low-cost or free lunches to children each school day. We know that healthy diets can improve student success both in and out of the classroom. Whole milk is a nutrient-rich food, and its higher fat content allows children to stay fuller longer.

Unfortunately, misconceptions about certain types of fat or calories have prevented schools from offering whole milk as an option to our children. The bill gives us a chance to ensure that children have access to nutritional milk options they want to drink.

Some children struggle to consume enough of the right calories to support healthy growth and stay energized throughout the entire school day. For some, school meals may be the only meals they receive that day.

This notion that whole milk consumption is linked to childhood obesity is deeply flawed. In fact, studies suggest that higher cow's milk-fat intake is associated with a lower risk of childhood obesity. While it is important to limit fatty, sugary, and highly processed foods, whole milk does not fit into this category. In fact, many schoolchildren are at risk of dairy underconsumption, not overconsumption.

Whole milk provides critical nutrition for growing minds. We need to follow the science and pass the Whole Milk for Healthy Kids Act.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 3 minutes to the gentleman from Louisiana (Mr. CARTER).

Mr. CARTER of Louisiana. Mr. Speaker, I rise today in support of the Whole Milk for Healthy Kids Act, as amended by the Senate, which allows for plant-based milk alternatives to be more easily and readily available for children with lactose intolerance.

This is especially important because the rates of some degree of lactose intolerance in minority communities are startlingly high, more than most people would realize, with approximately 65 percent of Latino students, 75 percent of Black students, 90 percent of Asian students unable to digest dairy milk without detrimental effects.

This portion does, in fact, follow the science. These statistics are real, and they are played out every single day in the classroom.

Not long ago, I had a young lady from Louisiana, a precious little baby girl, who had a horrible accident because the teacher would not allow her to go to the restroom again after complaining of a tummy ache. Unfortunately, this did not end well for this student. She is a beautiful child. She has rebounded wonderfully, and she will be happy to know that going forward she will have an alternative. She doesn't have to contend with her belly aching after consuming something her body simply couldn't digest. Because the school offered no alternative, it was this or nothing. As you know, in many cases, our young people will get nothing if they don't enjoy some nutritional values at school.

Many children may not make the connection between consumption of milk and their feelings of discomfort and even illness. Lactose intolerance causes a range of health effects including stomach pain, severe bloating, gas, diarrhea, and even exacerbated asthma symptoms. These symptoms can hinder a child's ability to concentrate in the classroom, to perform in the classroom, to be attentive in the classroom, and to learn in the classroom.

We should do everything in our power to make sure our children have the best opportunity to concentrate, to

learn, to do well, and to be healthy in the classroom.

Currently, children who suffer adverse reactions from traditional milk must produce a doctor's note to receive an alternative beverage, which places an unfair burden squarely on minority children, children of working parents, children whose parents simply don't have the time or the ability, because of the healthcare system crisis, to even see a doctor, let alone get a note from a doctor.

This bill fixes that issue. It contains a provision from bipartisan legislation I filed in each of the last three Congresses to remove the doctor's note requirement for receiving milk alternatives. This bill folds in those measures from my previously filed bill.

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

Mr. SCOTT of Virginia. Mr. Speaker, I yield an additional 1 minute to the gentleman from Louisiana.

Mr. CARTER of Louisiana. Mr. Speaker, I urge my colleagues to support this commonsense, bipartisan reform that will allow our children to receive the nutrition they need to feel healthy and have successful lives in and out of school.

While I understand that this bill may not capture every need that is out there—I concede to our ranking member, who I respect greatly, that we have much work to do. However, this bill goes a long way to fix an issue that can simply not wait any longer to be addressed. I urge support for this measure.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 2 minutes to the gentleman from California (Mr. KILEY), the chairman of the Subcommittee on Early Childhood, Elementary, and Secondary Education.

Mr. KILEY of California. Mr. Speaker, it is frankly crazy that for 20 million kids who rely on free and reduced lunch, they are banned from drinking whole milk as a matter of Federal law. Whatever basis in science or public health might have ever backed this up has long since been debunked. I am glad that we are finally correcting this error today.

Why should kids have access to whole milk at school? Well, at least three reasons. Number one is nutrition. The latest science shows that whole milk actually is probably better for you nutritionally than other kinds of milk because it is less processed. As for saturated fats, science shows that the body processes dairy fats differently than other kinds of fats.

The second reason is satiation. Whole milk is simply more filling. For a program that is designed to make sure kids don't go hungry, that might be a relevant consideration. Moreover, when kids are not full from their lunch, then they might be more inclined to grab things that are a lot less healthy.

The third is taste. A lot of kids simply hate the taste of skim milk. I don't blame them. I hate it, too. I love the taste of whole milk.

What is particularly crazy is that while schools can't serve whole milk, they are allowed to serve sugary strawberry and chocolate milks, which are a lot worse for kids.

This may not seem like the paramount issue facing the Republic at this moment, but I will say that it touches upon two important issues. The first is health in this country. One of the biggest drivers of healthcare costs and of poor public health outcomes is obesity that begins in childhood that has continued to rise, the rates have, since this ban on whole milk went into effect and now constitutes over 20 percent.

The second issue is trust in government. Our public health establishment has given a lot of very bad advice in the past; for example, downplaying the risk of sugar. Even more than that, when kids are seeing the government do stupid and arbitrary things like tell them they can't have whole milk, I am not sure how we are supposed to foster the trust in government on which democracy depends.

This is a good bill. I hope we pass it overwhelmingly today.

Mr. SCOTT of Virginia. I reserve the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 2 minutes to the gentleman from Minnesota (Mr. FINSTAD), the Chair of the Subcommittee on Nutrition, Foreign Agriculture, and Horticulture.

Mr. FINSTAD. Mr. Speaker, I thank the gentleman from Pennsylvania for yielding.

I rise today in support of S. 222, the Whole Milk for Healthy Kids Act, which I was proud to help introduce alongside Chairman THOMPSON.

As a fourth generation farmer raising the fifth generation, I know firsthand the importance of ensuring families have access to healthy and nutritious milk products. As a father of seven, my wife and I have purchased our fair share of milk on trips to the grocery store.

□ 1440

This legislation has been in the making for a long time, and it is past due that we send it to the President's desk and make this the law of the land.

Moving forward, every child across southern Minnesota and the rest of the Nation will have access to whole and 2 percent milk products when they go through the school lunch line. Moreover, this legislation will support our dairy farmers and the rural communities they call home. Farming is one of the most honorable and noble professions this country has to offer, and southern Minnesota is the home to some of the best dairy farmers and manufacturers in the world.

This legislation is a win-win for school-age children and dairy farmers across this country. I am proud that we now, once again, can say loudly: "Milk: It does a body good."

Mr. Speaker, I encourage my colleagues to support this important legislation.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 2 minutes to the gentleman from the State of Washington (Mr. NEWHOUSE).

Mr. NEWHOUSE. Mr. Speaker, I thank the chairman for yielding.

Mr. Speaker, I rise today in full support of the Whole Milk for Healthy Kids Act of 2025.

For over 10 years, children in schools across our country have been deprived of the many benefits of whole milk, and the Dietary Guidelines for Americans has reported that nearly 90 percent of Americans do not meet their daily dairy intake recommendations.

This overwhelmingly bipartisan legislation brings common sense back to how we help the next generation stay healthy, putting vitamin D and calcium-rich whole milk in front of millions of children nationwide.

However, Mr. Speaker, children are not the only ones who stand to benefit from this legislation.

American dairy farmers produce and process some of the highest quality products in the world. With school milk accounting for more than 8 percent of fluid milk demand, this legislation allows our dairy farmers to have their products go right back into the communities from where they were produced.

I thank my colleagues in both Chambers on both sides of the aisle for helping put this nutritious, high quality whole milk back into our schools and also for bringing back common sense into how we keep Americans healthy.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 2 minutes to the gentleman from Michigan (Mr. MOOLENAAR).

Mr. MOOLENAAR. Mr. Speaker, I thank the gentleman for yielding.

Today, I rise in support of the Whole Milk for Healthy Kids Act. Milk has long been a cornerstone of children's diets in this country. It provides high-quality protein, calcium, vitamin D, and other essential nutrients that growing bodies and young minds need to thrive. For many kids, milk is the most reliable source of vital nutrients they receive.

This legislation is about common sense and choice. Whole and reduced-fat milk are safe and nutritious options that many children prefer and are more likely to drink. When kids enjoy milk, they are more likely to drink it and get the nutrition it offers instead of pouring it down the drain.

The Whole Milk for Healthy Kids Act supports healthier kids and gives schools the flexibility to meet students where they are, allowing them to nurture healthy habits that will last a lifetime. It also supports our dairy farmers by allowing them more ways to meaningfully participate in healthy school lunch programs.

Let's help our children grow strong and healthy.

I thank the chairman for his leadership on this legislation, and I urge all my colleague to support it.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 2 minutes to the gentleman from Pennsylvania (Mr. JOYCE), who is a physician.

Mr. JOYCE of Pennsylvania. Mr. Speaker, I rise in support of the Whole Milk for Healthy Kids Act of 2025.

Whole milk needs to be offered in schools as part of a healthy childhood diet. This Congress, I am proud to be an original cosponsor of the Whole Milk for Healthy Kids Act to bring whole milk back into schools.

As a doctor, I recognize that as a source of nutrition, whole milk provides 13 key nutrients that are vital to bone development, brain development, and muscle development, all important to a growing child.

Obama-era policies that have banned whole milk in schools have caused students to turn to highly caffeinated sugary drinks rather than healthy whole milk and other dairy products that are crucial to a child's development.

Under current law, schools are only permitted to offer fat-free or low-fat milk. The Whole Milk for Healthy Kids Act of 2025 will allow schools to offer students a variety of healthy choices that include whole milk.

We must give our kids healthy options in schools, and by allowing whole milk to be offered as a part of school lunches, this legislation will support kids' development while encouraging young students to make healthy choices.

Mr. Speaker, I urge all of my colleagues to support this legislation.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 2 minutes to the gentleman from Wisconsin (Mr. GROTHMAN).

Mr. GROTHMAN. Mr. Speaker, I am grateful to be a cosponsor of the Whole Milk for Healthy Kids Act.

I remember when I was a child I think the average high school student weighed, whatever, 20 or 30 pounds less than they do today, and we had nothing but whole milk. Whole milk was distributed for lunch to all the children. We were taught from first or second grade and onward that calcium, vitamin A, potassium, magnesium, zinc, and all the nutrients that are necessary are in whole milk. I think this is one of the reasons God gave us a body in which whole milk clearly tastes better than 2 percent milk and way better than skim milk.

Mr. Speaker, I urge my colleagues to strike a blow for freedom and to bring the healthiness of our children back to what it was 50 years ago and pass the Whole Milk for Healthy Kids Act.

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

Mr. Speaker, as earlier noted, S. 222 does make some improvements to the whole milk debate with its inclusion of better options for students seeking nondairy alternatives. The gentleman from Louisiana spoke to those provisions, and that is something that is supported by our Nation's nutritionists, pediatricians, and scientists.

However, I remain disappointed that the bill overall makes school meals less healthy. This bill goes against the dairy industry's stated commitment to ensure that students have access to the healthiest dairy options consistent with the DGAs. The DGAs make clear that fat-free and low-fat milk are the healthiest options for children 2 years and older. Whole milk contains far more saturated fat, cholesterol, and calories than fat-free and low-fat milk.

In a nation where the obesity rate among children is over 16 percent and the children are already facing obesity-related challenges such as type 2 diabetes, high cholesterol, and high blood pressure, we should not ignore the stance of dietitians, nutritionists, pediatricians, and the overall science.

Mr. Speaker, I am committed to ensuring that students have access to the healthiest dairy options in accordance with science-backed guidelines, but S. 222 contradicts that commitment by interfering with the independent process that aligns child nutrition standards with the latest science.

Furthermore, let me just point out that after months of Republican-led political brinksmanship, we are still considering a bill that does nothing meaningful to address childhood obesity, nutrition, or hunger.

The bottom line is that Members of Congress should not inject politics into child nutrition standards at the expense of nutritious school meals that our children need.

For those reasons, I urge my colleagues to oppose S. 222, and I yield back the balance of my time.

□ 1450

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

Mr. Speaker, I have proudly led this charge to restore whole milk in school milk programs for the last decade.

I am grateful to those who played a role in this effort, including the House Education and Workforce Committee Chairman TIM WALBERG and former Chairwoman VIRGINIA FOXX; my co-lead, Congresswoman KIM SCHRIER, who is a pediatrician; my Senate companion co-leads, Senators ROGER MARSHALL, PETER WELCH, DAVE MCCORMICK, and JOHN FETTERMAN; my staff in my personal office and on the House Agriculture Committee, who have worked tirelessly to advance this bill every step of the way, especially my legislative director, Faith Tuttle.

I also thank the National Milk Producers Federation, and in particular Paul Bleiberg; the International Dairy Foods Association; the Farm Bureau; the Pennsylvania Farm Bureau; and the most dedicated grassroots movement in America, 97 Milk, including the leadership of Bernie Morrissey and Sherry Bunting, Nelson Troutman, Krista Byler, Christine Ebersole, Dr. Edward Silverman, and a host of parents and dairy farmers. I thank each and every one of these individuals who

put their mark on this bill in a meaningful way.

I encourage all of my colleagues to support this legislation and drink whole milk.

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

The SPEAKER pro tempore (Mr. NEWHOUSE). The question is on the motion offered by the gentleman from Pennsylvania (Mr. THOMPSON) that the House suspend the rules and pass the bill, S. 222.

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

A motion to reconsider was laid on the table.

## FEDERAL SUPERVISOR EDUCATION ACT

Mr. TIMMONS. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5810) to provide for mandatory training for Federal Government supervisors and the assessment of management competencies, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 5810

*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 "Federal Supervisor Education Act".

### SEC. 2. MANDATORY TRAINING PROGRAMS FOR SUPERVISORS.

(a) IN GENERAL.—Section 4121 of title 5, United States Code, is amended to read as follows:

#### "§ 4121. Specific training programs

"(a) DEFINITIONS.—In this section—

"(1) the term 'program' has the meaning given that term in section 1122(a)(1)(C) of title 31; and

"(2) the term 'supervisor' means—

"(A) a supervisor (as that term is defined in section 7103(a)(10));

"(B) a management official (as that term is defined under such section); or

"(C) any other employee as the Director of the Office of Personnel Management may by regulation prescribe.

"(b) ESTABLISHMENT OF TRAINING PROGRAMS.—In consultation with the Office of Personnel Management, the head of each agency shall establish—

"(1) a comprehensive management succession program to provide training to employees to develop managers for the agency; and

"(2) a program—

"(A) under which supervisors have individual development plans, established by the head, that provide for training on actions, options, and strategies a supervisor may use in—

"(i) developing and discussing relevant performance goals and objectives with the employee and ensuring the performance goals and objectives align to the mission and priority goals of the agency;

"(ii) communicating and discussing progress relative to performance goals and objectives, and conducting performance appraisals;

"(iii) mentoring and coaching employees and improving employee engagement, performance, and productivity;

"(iv) fostering a work environment characterized by fairness, respect, equal opportunity, and attention paid to the merit of the work of employees;

"(v) effectively managing employees with unacceptable performance, including training to understand the disciplinary options and procedures available to the supervisor;

"(vi) effectively using the probationary period to examine whether an employee has demonstrated successful performance or conduct to continue past the probationary period;

"(vii) addressing reports of a hostile work environment, retaliation, or harassment of, or by, another supervisor or employee;

"(viii) meeting supervisor competencies established by the Office of Personnel Management or the employing agency of the supervisor; and

"(ix) collaborating with human resources employees to recruit, select, appraise, and reward employees to build a workforce based on organizational goals, budget considerations, and staffing needs;

"(B) to provide training to supervisors on the prohibited personnel practices under section 2302, employee rights, and the procedures and processes used to enforce employee rights; and

"(C) under which experienced supervisor mentors are identified, evaluated, and approved to provide guidance and advice to new or underperforming supervisors to—

"(i) transfer knowledge and advice in areas such as communication, critical thinking, responsibility, flexibility, motivating and engaging employees, teamwork, leadership, and professional development; and

"(ii) identify strengths and areas for development.

"(c) REQUIREMENTS FOR TRAINING DESIGN.—Training in the program components established under subparagraphs (A) and (B) of subsection (b)(2) shall—

"(1) be designed using principles of adult learning and an industry standard instructional design model; and

"(2) to the extent practicable, as determined by the agency, be training that is instructor-based.

"(d) TIMING OF TRAINING.—

"(1) INITIAL TRAINING.—

"(A) IN GENERAL.—Not later than 1 year after the date an individual is appointed to the position of supervisor, such individual shall be required to have completed each program component established under subsection (b)(2).

"(B) EXTENSIONS.—The Director of the Office of Personnel Management may establish and administer procedures under which an agency may extend the 1-year period described under subparagraph (A) with respect to an individual.

"(2) SUBSEQUENT TRAINING.—After completion of a program component under subparagraphs (A) and (B) of subsection (b)(2), each supervisor shall be required to complete each program component under such subparagraphs not less frequently than once every 3 years.

"(3) CREDIT FOR SIMILAR TRAINING.—Each program component established under subsection (b)(2) shall include provisions under which the agency gives a supervisor credit toward a period of training that the agency determines is similar to training that the supervisor previously completed.

"(4) EFFECTIVENESS EVALUATION.—Each agency shall measure the effectiveness of training program components established under subsection (b)(2).

"(e) INFORMATION ON DEVELOPMENTAL OPPORTUNITIES.—An agency shall make available, in a manner that may be determined by the Director of the Office of Personnel Management, to each supervisor—

"(1) a detailed list of developmental opportunities available to the supervisor; and

"(2) the policies of the agency for requiring supervisor development.

"(f) REGULATIONS.—Not later than 1 year after the date of enactment of the Federal Supervisor Education Act, and notwithstanding section 4118(c), the Director of the Office of Personnel Management shall prescribe regulations to carry out this section, including the monitoring of agency compliance with this section. Regulations prescribed under this subsection shall include measures by which to assess the effectiveness of agency supervisor training programs."

(b) REGULATIONS.—Not later than 1 year after the date of the enactment of this Act, the Director of the Office of Personnel Management shall prescribe regulations under section 4121(f) of title 5, United States Code, as amended by subsection (a) of this section.

(c) EFFECTIVE DATE AND APPLICATION.—

(1) IN GENERAL.—The amendments made by this section shall take effect 1 year after the date of the enactment of this Act.

(2) APPLICABILITY.—The amendments made by this section shall apply to—

(A) each individual appointed to the position of a supervisor (as that term is defined in section 4121(a) of title 5, United States Code, as added by subsection (a) of this section) on or after the effective date in paragraph (1); and

(B) each individual who is employed in the position of a supervisor on the effective date in paragraph (1).

### SEC. 3. MANAGEMENT COMPETENCIES.

(a) IN GENERAL.—Chapter 43 of title 5, United States Code, is amended—

(1) by redesignating section 4305 as section 4306; and

(2) by inserting after section 4304 the following:

#### "§ 4305. Management competencies

"(a) DEFINITION.—In this section, the term 'supervisor' has the meaning given that term in section 4121(a).

"(b) GUIDANCE.—The Director of the Office of Personnel Management shall issue guidance to agencies on competencies supervisors are expected to meet in order to effectively manage, and be accountable for managing, the performance of employees to fulfill the organizational goals and mission of the agency.

"(c) ASSESSMENT BY AGENCIES.—Based on guidance issued under subsection (b) and on any additional competencies developed by an agency, each agency shall assess the performance of the supervisors and the overall capacity of the supervisors in that agency."

(b) TECHNICAL AND CONFORMING AMENDMENTS.—

(1) TABLE OF SECTIONS.—The table of sections for chapter 43 of title 5, United States Code, is amended by striking the item relating to section 4305 and inserting the following:

"4305. Management competencies

"4306. Regulations".

(2) REFERENCE.—Section 4304(b)(3) of title 5, United States Code, is amended by striking "section 4305" and inserting "section 4306".

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from South Carolina (Mr. TIMMONS) and the gentleman from Virginia (Mr. SUBRAMANYAM) each will control 20 minutes.

The Chair recognizes the gentleman from South Carolina.

GENERAL LEAVE

Mr. TIMMONS. Mr. Speaker, I ask unanimous consent that all Members