

building damage. But that didn't stop some National Weather Service websites and NWS Chat, NWS' outdated emergency communications network, from crashing because of increased traffic.

The bottom line is, NWS must have a functional and reliable emergency communications system that can keep people informed and out of harm's way during severe weather crises.

H.R. 7361 specifically authorizes an internal messaging service upgrade by giving NOAA the authority to transition from NWS Chat to a commercial, off-the-shelf solution. This type of commercial solution will allow nearly unlimited users, so future growth and increased traffic will not be a problem. It also allows NWS Chat to take advantage of new technologies as they emerge.

In fact, earlier this month, NWS signed a contract to use Slack as the basis for the next generation of the NWS Chat service. While this is a step in the right direction, the legislation is still needed to ensure the upgrade is fully supported and completed. The sooner this quick and easy solution is implemented, the faster local emergency managers can alert the public to severe weather that will save lives.

I thank my Iowa colleagues, Representatives AXNE, MILLER-MEEKS, and HINSON, for working with me to put this legislation forward.

I also thank my Committee on Science, Space, and Technology colleagues for helping me cosponsor this bill as well. I look forward to its passage and encourage all of my colleagues to support it.

Mr. LUCAS. Madam Speaker, I yield myself the balance of my time for closing.

Madam Speaker, as my colleagues have made clear in their support of this bill today, every second matters when it comes to reacting to extreme weather events.

NWS Chat is yet another tool in our toolbox to make sure that communities have the earliest possible warning of what is heading their way. We need a fast and reliable messaging service that doesn't glitch when we need it most.

That is why H.R. 7361 is a simple but necessary bill. By upgrading the National Weather Service's communications, we can give our most vulnerable communities the information they need to protect lives and property.

I again thank my colleague, Mr. FEENSTRA, for bringing together the entire Iowa House delegation to support this bill after witnessing the destructive power of a tornado outbreak in their State.

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

Mr. BEYER. Madam Speaker, I also urge my colleagues to support H.R. 7361, and I yield back the balance of my time.

Ms. JOHNSON of Texas. Madam Speaker, I rise in support of H.R. 7361, the National

Weather Service Communications Improvement Act.

We are seeing the impacts of climate change on severe weather events across the country. Inclement weather is more intense than ever and happening more frequently. Fortunately, due to the advancement of forecasting science and dissemination, we have not seen a corresponding increase in deaths. With climate change supercharging severe weather, we need to ensure emergency response professionals can communicate without interruption. This communication is vital to warn and protect Americans during times of severe weather events.

The NWS Communications Improvement Act is a bipartisan bill led by Congressman FEENSTRA of the Science Committee. It would require NOAA to upgrade the aging National Weather Service's instant communications system to current technology standards. The current communication system, known as NWS Chat, has faced delays and outages during recent weather events. This critical tool needs to be updated to address these issues and improve reliability. The safety of all Americans depends on it.

The House's consideration of this bill is very timely as the National Weather Service announced last week that it will be transitioning NWS Chat to a commercially available instant messaging platform. Congressional direction, and the corresponding authorization of appropriations language in this bipartisan common-sense bill will support the Weather Service's ongoing efforts on this important issue.

With today's technology, disruptions in communication during emergency events should never occur, let alone be common. This critical bill will update NWS Chat, a very important communication tool, to be more dependable. I urge my colleagues to support its passage.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Virginia (Mr. BEYER) that the House suspend the rules and pass the bill, H.R. 7361.

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. TIFFANY. Madam 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. BEYER. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 3588) 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. 3588

*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 the 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 the 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.

(c) PREPARING EDUCATORS TO ENGAGE STUDENTS IN MATHEMATICAL AND STATISTICAL MODELING.—The Director shall provide grants 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 operated by local education 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 a grant 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 grant 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 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 1 or more local educational agencies and 1 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 awarding grants under subsection (c), the Director shall encourage applications that include—

(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; and

(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 a grant under this section shall use the grant funds 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—

(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 that 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—

(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; and

(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 statis-

tics 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) addressing critical transitions, such as middle school to high school, high school to college, and school to internships and jobs; and

(13) any other activity the Director determines will accomplish the goals of this section.

(g) EVALUATIONS.—All proposals for grants under this section shall include an evaluation plan that includes the use of outcome oriented measures to assess the impact and efficacy of the grant. Each recipient of a grant under this section shall include results from these evaluative activities in annual and final projects.

(h) ACCOUNTABILITY AND DISSEMINATION.—

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

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

(B) to the extent practicable, integrate the findings of research resulting from the activities funded through such grants 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—

(A) the results of the evaluation; and

(B) any recommendations for administrative and legislative action that could optimize the effectiveness of the grants awarded under this section.

(i) AUTHORIZATION OF APPROPRIATIONS.—For each of fiscal years 2023 through 2027, there are authorized to be appropriated to the National Science Foundation \$10,000,000 to carry out the activities under this section.

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

(a) STUDY.—Not later than 60 days after the date of enactment of this Act, 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 that students are able to identify opportunities to use their school mathematics and statistics in a variety of jobs and life situations and so that 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 less 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 Secretary of Education and the appropriate committees of jurisdiction of Congress a report containing—

(1) the results of the study conducted under subsection (a);

(2) recommendations to modernize the processes described in subsection (a)(1); and

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

(d) AUTHORIZATION OF APPROPRIATIONS.—For fiscal year 2023, there are authorized to be appropriated to the National Science Foundation \$1,000,000 to carry out the activities under this section.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Virginia (Mr. BEYER) and the gentleman from Oklahoma (Mr. LUCAS) each will control 20 minutes.

The Chair recognizes the gentleman from Virginia.

#### GENERAL LEAVE

Mr. BEYER. 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 H.R. 3588, the bill now under consideration.

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

There was no objection.

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

Madam Speaker, I rise in support of H.R. 3588, the Mathematical and Statistical Modeling Education Act. I thank Representatives CHRISSY HOULAHAN and JIM BAIRD for introducing this bill.

U.S. capabilities in science and innovation are critical for our future prosperity, national security, and global competitiveness. I am thrilled that this week the House will consider landmark legislation that will accelerate progress on cutting-edge science and technology. However, we cannot fully realize this vision unless we build a domestic STEM workforce that is poised to turn these investments into breakthrough discoveries and transformative innovations. To that end, we must address the longstanding challenges in K-12 STEM education.

H.R. 3588 will advance research to improve mathematics education by incor-

porating statistical modeling into mathematics curriculum. We know that students from diverse backgrounds are attracted to STEM if they can see it as a tool for solving real-world challenges. This bill will help researchers develop innovative teaching methods to do just that.

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

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

I rise in support of H.R. 3588, the Mathematical and Statistical Modeling Education Act.

This bill would direct the National Science Foundation to provide competitive grants to support the research and development of curricula and teaching methods to improve mathematical and statistical modeling education. Ensuring that our teachers are well equipped to encourage student interest and involvement in STEM fields is a key component of stimulating America's STEM workforce and bolstering our competitiveness.

Mathematics underpins the critical thinking skills we use every day, from managing a budget to following a recipe, even to estimating how long votes will take today.

As more and more jobs become tech-reliant, our students will need mathematical and computational skills to keep up with the changing workplace and fill the growing demand for a domestic STEM-literate workforce.

H.R. 3588 is supported by the American Statistical Association, the National Council of Teachers of Mathematics, the American Society of Mechanical Engineers, and the Business Software Alliance, among other stakeholders.

Madam Speaker, I thank my colleague, Dr. Baird, for working in a bipartisan way to advance this legislation.

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

Mr. BEYER. Madam Speaker, I yield 3 minutes to the gentlewoman from Pennsylvania (Ms. HOULAHAN).

Ms. HOULAHAN. Madam Speaker, I rise today in support of my bill, H.R. 3588, the bipartisan Mathematical and Statistical Modeling Education Act.

This is a very straightforward bipartisan bill. It would modernize the math curricula and improve K-12 science, technology, engineering, and mathematics, otherwise known as STEM, education in the United States.

We know that STEM education taught in schools today is simply not keeping pace with the rapidly evolving needs of the public and private sectors. We also know that this lack of skills has a direct correlation with the STEM skills shortage across our Nation.

To fix this, my bill will help schools update their math curricula to make them more relevant and applicable to real-world scenarios.

The National Science Foundation would be tasked with providing com-

petitive grants focused on modernizing STEM education through mathematical and statistical modeling, including data-driven and computational thinking. It will also direct the National Academies of Sciences, Engineering, and Medicine to conduct a study on the same topic.

As an engineer myself and a former chemistry teacher and entrepreneur, I know firsthand just how vital this is for the next generation and for the future of our workforce in our Nation.

According to the Bureau of Labor Statistics, the United States will need 1 million additional STEM professionals than it is on track to produce in the coming decade alone.

Thankfully, with this legislation, we have the opportunity to provide tangible critical thinking skills to the next generation that will enable them to succeed in the workplace and beyond. It is far past time to bring problem-solving into the 21st century.

When I was in school, math was often portrayed as a one-dimensional skill that existed solely in the math classroom. Let's now show our students that a skill set in STEM is invaluable to analyzing trends on social media or predicting sports outcomes, and it is as valuable for that as it is to succeed in any chemistry class.

I am very grateful to Representative JIM BAIRD for joining me, to Chairwoman EDDIE BERNICE JOHNSON and Ranking Member LUCAS for their leadership on this topic, and to everyone else who played a role in bringing this very important and bipartisan bill to the floor.

Madam Speaker, I urge all of my colleagues to vote "yes" on this bill.

Mr. LUCAS. Madam Speaker, I yield myself the balance of my time for closing.

Madam Speaker, as teachers prepare for the next generation of the American workforce, it is vital that we invest in the best STEM education curricula and teaching methods. That is why I strongly support this bipartisan legislation, which will bolster investments in mathematics and statistical modeling curricula.

Madam Speaker, I again thank Dr. Baird for his hard work to advance this legislation.

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

Mr. BEYER. Madam Speaker, I yield myself the balance of my time for closing.

Madam Speaker, so far this year, I have completed two undergraduate mathematics courses at George Mason University. Calculus II starts on August 22.

I will tell you personally the evolution of the teaching of math has come so far since I graduated from college. I am very excited by this legislation. The thought that we can take so much progress in teaching and software to our next generation of students is very exciting.

As I sit, sometimes in despair, watching my friends get out their calculators to figure out the 15 percent or 20 percent tip, I think this would be wonderful legislation to move forward.

Madam Speaker, I urge my colleagues to support H.R. 3588, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Virginia (Mr. BEYER) that the House suspend the rules and pass the bill, H.R. 3588, as amended.

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. TIFFANY. Madam 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.

#### BRYCEN GRAY AND BEN PRICE COVID-19 COGNITIVE RESEARCH ACT

Mr. BEYER. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 7180) to authorize the Director of the National Science Foundation to award grants to support research on the disruption of regular cognitive processes associated with COVID-19 infection, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 7180

*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 “Brycen Gray and Ben Price COVID-19 Cognitive Research Act”.

#### SEC. 2. DEFINITIONS.

In this Act—

(1) the term “Director” means the Director of the National Science Foundation;

(2) the term “National Academies” means the National Academies of Science, Engineering, and Medicine; and

(3) the term “eligible entity” means an institution of higher education (as such term is defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002)) or a consortium composed of non-profit organizations and institutions of higher education.

#### SEC. 3. FINDINGS.

Congress makes the following findings:

(1) The COVID-19 pandemic has disrupted nearly every aspect of life across the globe. Furthermore, it has produced major disruptions of individual’s physical and mental health, including with respect to children and adolescents.

(2) Historical epidemiological perspectives suggest an association between exposure to general respiratory viruses and subsequent disruption of regular cognitive processes.

(3) Early research suggests that one in three individuals diagnosed with a COVID-19 infection experiences a disruption of regular cognitive processes within six months of such diagnosis.

(4) Research is urgently needed to better understand why disruption in regular cognitive processes occur in patients as a con-

sequence of a COVID-19 infection and how long such disruptions can continue after recovery.

(5) The National Science Foundation has a deep history of supporting interdisciplinary, basic research that spans the social, behavioral, and fundamental biological sciences and paves the way for scientific advancements.

#### SEC. 4. NATIONAL SCIENCE FOUNDATION RESEARCH.

The Director shall award grants to eligible entities, including through the RAPID funding mechanism, on a competitive, merit-reviewed basis to support interdisciplinary research on the disruption of regular cognitive processes associated with both short-term and long-term COVID-19 infections, including with respect to children and adolescents. Such research may include the following:

(1) Foundational studies on the effects of cognition, emotion, and neural structure and function relating to any disruption of regular cognitive processes associated with COVID-19 infection.

(2) Analysis of findings on the disruption of regular cognitive processes associated with COVID-19 infection, including the development of predictive theoretical frameworks to guide future research.

(3) Development of physical and conceptual tools needed to evaluate cognition, emotion, and neural structure and function of the brain as a consequence of a COVID-19 infection, and the potential relevance of such infection to the disruption of regular cognitive processes.

(4) Studies on the relevance of psychological and psychosocial factors, including major disruptions of physical health, mental health, and economic stability associated with the COVID-19 pandemic, on the disruption of regular cognitive processes, including an identification and evaluation of such factors.

(5) Any other activities the Director determines will support interdisciplinary research and collaboration on the disruption of regular cognitive processes associated with COVID-19 infection, including with respect to children and adolescents.

#### SEC. 5. NATIONAL ACADEMIES STUDY ON THE DISRUPTION OF COGNITIVE PROCESSES ASSOCIATED WITH COVID-19 INFECTION.

(a) STUDY.—

(1) IN GENERAL.—Not later than 45 days after the date of the enactment of this Act, the Director shall enter into an agreement with the National Academies to study and produce a report on the disruption of cognitive processes associated with COVID-19 infection. The study shall—

(A) review the research literature and identify research gaps regarding Federal programs and activities with roles in addressing both short-term and long-term consequences associated with COVID-19 infection;

(B) assess the necessity of establishing causal inference approaches into research on the impacts of COVID-19 infection on cognitive processes to determine reverse causation;

(C) evaluate and make recommendations regarding the coordination of research and data collection, including with respect to children and adolescents, to identify the disruption of regular cognitive processes associated with COVID-19 infection, including long-term COVID-19;

(D) evaluate impacts of COVID-19 infection on populations under-represented in cognitive literature, such as poor, rural, and minority populations; and

(E) make recommendations regarding ways to coordinate engagement with researchers and stakeholders from universities, industry, public health organizations, State and local

governments, elementary and secondary educational organizations, and non-profit organizations to ensure that research, information, and best practices relating to the disruption of regular cognitive processes associated with COVID-19 infection, including long-term COVID-19, are shared among such entities.

(2) COMPLETION.—The study required under paragraph (1) shall be completed by not later than the date that is 16 months after the date of the enactment of this Act.

(b) REPORTS.—

(1) BY THE NATIONAL ACADEMIES.—Upon completion of the study under subsection (a), the National Academies shall transmit to the Director and Congress a report on such study.

(2) BY THE DIRECTOR.—Not later than three months after receipt of the report under paragraph (1), the Director shall transmit to Congress a summary of the Director’s plans, if any, to implement the recommendations of the National Academies contained in such report.

#### SEC. 6. AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated to the Director to carry out this Act \$10,000,000 for fiscal year 2023, to remain available through fiscal year 2025, of which \$1,000,000 is authorized to carry out the study and produce the reports under section 5.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Virginia (Mr. BEYER) and the gentleman from Oklahoma (Mr. LUCAS) each will control 20 minutes.

The Chair recognizes the gentleman from Virginia.

GENERAL LEAVE

Mr. BEYER. 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 H.R. 7180, the bill now under consideration.

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

There was no objection.

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

Madam Speaker, I rise in support of H.R. 7180, the Brycen Gray and Ben Price COVID-19 Cognitive Research Act. I thank Representative GONZALEZ for introducing this important bill.

The COVID-19 crisis has disrupted our lives in countless ways over the past 2 years. As many of us continue to pick up the pieces and settle into a new normal, we can’t lose sight of those who haven’t been as fortunate.

Early research results indicate that a COVID-19 infection may leave individuals with an increased risk of developing mental health conditions. Millions who have been infected with COVID-19 now find themselves saddled with crippling anxiety, depression, and sleep problems, and they may be at an increased risk of death by suicide and drug overdose.

□ 1530

While researchers are raising alarms about these risks, improved data collection and additional research is needed to better understand the mental health implications of a COVID-19 infection. This bill directs the National