

research that will enhance existing production methods and unlock new innovative techniques. This will ensure the world-class tools and technologies at DOE are being used by the very taxpayers who funded them.

It also enables DOE, in consultation with other Federal agencies, to offer technical assistance to entities seeking to promote the commercial application of low-emission cement, concrete, and asphalt. This ensures that industry can continue its cutting-edge research unencumbered, but if they do hit a roadblock, there are subject matter experts available to assist them.

This bill is the perfect example of how the Federal Government can advance tangible environmental goals for construction material production without sacrificing material performance or, more importantly, economic growth that benefits every citizen.

Mr. Speaker, I thank my colleague from North Carolina (Mrs. FOUSHEE) for cosponsoring this bill and working in a bipartisan fashion to get it here today, and I urge all of my colleagues to support this bill.

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

Mr. Speaker, we are fortunate that Representative FOUSHEE is a Member of this body and a member of the Committee on Science, Space, and Technology. She is a new Member to Congress, but she is an experienced legislator, and I think that background allows her to successfully craft complex but practical and important legislation.

Mr. Speaker, I yield such time as she may consume to the gentlewoman from North Carolina (Mrs. FOUSHEE).

Mrs. FOUSHEE. Mr. Speaker, I rise today in support of H.R. 7685, the bipartisan Innovative Mitigation Partnerships for Asphalt and Concrete Technologies Act, or the IMPACT Act, which will boost the competitiveness of American manufacturing through innovation and development of technologies to decarbonize and improve the efficiency of cement, concrete, and asphalt production.

The climate crisis is one of the most pressing issues of our lifetime, and it is critical that we continue to take significant strides to reduce harmful greenhouse gas emissions across all sectors.

Globally, we know that concrete accounts for 8 percent of all carbon emissions, but we can reduce pollution in the cement and concrete production process right now by creating new innovation and manufacturing opportunities here at home that can take the place of aging processes based on fossil fuels.

This bill marks a critical step forward to innovate and decarbonize America's concrete and asphalt sectors, and it will enable partnerships between industry, innovators, and the U.S. Government to enhance existing production methods, unlock new and innovative techniques, and offer tech-

nical assistance to entities seeking to promote the application of low-emissions cement, concrete, and asphalt.

The United States is leading the way into the 21st century, where we know that our Nation is poised to play a critical role in reducing industrial emissions through modernizing our manufacturing processes and implementing clean technology strategies.

This can be seen in my own district, North Carolina's Fourth, where local startup Biomason is helping lead the way in advancing low-carbon concrete and asphalt production.

Just earlier this year, I was proud to join the first-ever White House Concrete Innovation Summit, with innovators, researchers, startups, industry, and leaders from across the country, to further build consensus on our path forward for a more sustainable future.

As we consider the future of American R&D, we must prioritize investments and advancement in materials, science, and manufacturing by fostering and building out an innovation pipeline that creates good-paying, clean American jobs and enhances our competitiveness on the world stage, and this bill does just that.

This bill will also help to achieve measurable and meaningful greenhouse gas emissions reductions, improve public health, and modernize the current manufacturing processes of sustainable building materials that are essential for our Nation's infrastructure.

I am glad to join Representative MAX MILLER in sponsoring the IMPACT Act, which passed through the House Committee on Science, Space, and Technology unanimously. I encourage my colleagues to support this legislation, which will prioritize innovation in clean manufacturing and production to improve public health and protect our planet.

Ms. LOFGREN. Mr. Speaker, we have no further requests, so I am happy to urge all Members to vote for the bill, and I yield back the balance of my time.

Mr. LUCAS. Mr. Speaker, I have no further requests, and I simply note this is a good bill. Let's vote for it. I yield back the balance of my time.

The SPEAKER pro tempore (Mr. WEBER of Texas). The question is on the motion offered by the gentleman from Oklahoma (Mr. LUCAS) that the House suspend the rules and pass the bill, H.R. 7685, 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.

MATHEMATICAL AND STATISTICAL MODELING EDUCATION ACT

Mr. LUCAS. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 1735) to coordinate Federal re-

search 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. 1735

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, 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 private, faith-based, or homeschools, or 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 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 making awards 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 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, private schools (including faith-based schools), or homeschools, 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 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) reduce gaps in access to learning opportunities for students from groups historically underrepresented in STEM;

(13) provide 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; and

(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 these 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—

(A) the results of the evaluation; and

(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 2025 through 2029 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 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) FUNDING.—From amounts appropriated or otherwise made available for the Directorate for STEM Education of the National Science Foundation, the Director shall allocate up to \$1,000,000 for fiscal year 2024 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, 2028.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Oklahoma (Mr. LUCAS) and the gentlewoman from California (Ms. LOFGREN) each will control 20 minutes.

The Chair recognizes the gentleman from Oklahoma.

GENERAL LEAVE

Mr. LUCAS. 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. 1735, the bill now under consideration.

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

There was no objection.

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

Mr. Speaker, I am proud to support H.R. 1735, the Mathematical and Statistical Modeling Education Act, sponsored by my colleagues Representatives HOULAHAN and BAIRD.

Anyone who pays attention to the economy knows the importance of STEM education. The Bureau of Labor Statistics predicts that our need for STEM jobs will increase by nearly 11 percent by 2032.

To fill those jobs and ensure that we have a highly productive workforce, we need to focus on STEM education in our schools. We need to be sure that we are providing a useful STEM education.

We know that many STEM jobs require data-driven decisionmaking, but we are not providing a grounding in that skill in our schools. To this end, H.R. 1735 modernizes our mathematics curriculum by providing competitive grants to support education in mathematical and statistical modeling.

As someone trained in agricultural economics, I understand the value of conducting mathematical and statistical analysis. A solid grounding in these fields helps us predict crop yields, identify the effects of temperatures and water levels, and model commodity markets. Those are just examples from a single industry.

The skills are crucial to a wide variety of professions and help inform computational and data-driven thinking. Statistical analysis underpins everything, from developing artificial intelligence to improving advanced manufacturing.

This bill would allow us to better teach these critical skills through R&D into new curricula and teaching methods. It would also direct the National Academies to conduct a study that will identify best practices for mathematical and statistical modeling education.

I thank Representatives HOULAHAN and BAIRD for their work on this issue over the past several years. This is smart legislation that supports our students and our economy.

Mr. Speaker, I urge my colleagues to pass it today, and I reserve the balance of my time.

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

Mr. Speaker, this bill is an important one, the Mathematical and Statistical Modeling Education Act, represented by two really impressive Members of Congress, Ms. HOULAHAN and Dr. BAIRD.

This bill would direct the National Science Foundation to invest in K-12 education research and development, with a focus on mathematical modeling.

This bill would help modernize STEM education by supporting the creation of advanced curricula that cover mathematical and statistical modeling, including computational and data-driven thinking.

This is the kind of education our students deserve and what they need for today's society and its technological and data-driven demands.

Members and staff have worked really hard to accommodate many desired changes to this bill, and I believe it is in a state now that should satisfy just about everyone. It has support from the premier educational, statistical, and mathematical organizations in the United States. The Senate companion bill is in a similar good place. It is time for this bill to become law.

This is an important bill that will better prepare our students for careers in STEM, and I hope all of us will join together and support this bill.

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

Mr. LUCAS. Mr. Speaker, I yield such time as he may consume to the gentleman from Indiana (Mr. BAIRD) to speak on his bill.

Mr. BAIRD. Mr. Speaker, I thank Congresswoman HOULAHAN for her dedication to improving STEM education and for being a great partner to work with on advancing this bill.

Mr. Speaker, the Mathematical and Statistical Modeling Education Act provides a much-needed solution to improving the quality of STEM education in America. This bill would advance mathematical instruction in our classrooms by incorporating modern tools and context, with data and computational studies.

Mathematical modeling is taught today, but on a limited basis. Even so, mathematical modeling is the foundation for the important work of our Nation when it comes to research, development, and, ultimately, technological innovation.

While the bill directs the National Science Foundation to grant awards to our institutions of higher education, the bill does not award any new funding. We must work with the resources we already have.

As an animal scientist, I understand the life-changing effects proper mathematical modeling can have on our livestock, our food, and, ultimately, our Nation's well-being.

That is why I am proud to co-lead this bipartisan legislation to ensure that the United States continues to dominate in STEM education, and I encourage all of my colleagues to vote "yes" for this bill.

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

Mr. Speaker, I am so pleased to serve in the Congress with Congresswoman HOULAHAN, who has such a spectacular background in science. She is an engineer, former business executive, former teacher, former nonprofit executive, and an Air Force vet. She has it all. Working with Dr. BAIRD, she put together this bill that is so important.

Mr. Speaker, I yield such time as she may consume to the gentlewoman from Pennsylvania (Ms. HOULAHAN).

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Ms. HOULAHAN. Mr. Speaker, I thank Ranking Member LOFGREN for yielding me the time to speak on behalf of my bill, H.R. 1735, and I thank so much my colleague, Representative BAIRD, for his tireless efforts to help us get this across the finish line.

It is past time that America's K-12 students enter the 21st century, and this Mathematical and Statistical Modeling Education Act is a bipartisan bill that will help with that and will direct \$10 million in funding, importantly, funding that is already appropriated to the National Science Foundation, toward grant programs, and it will support the modernization of mathematical and statistical modeling education across this fine Nation.

As someone who is educated as a systems engineer, with both undergraduate and graduate degrees, which focused on things like operations research and linear programming and statistical modeling, I have had the privilege of using all of these kinds of maths all during my career and life.

Also, as a former high school chemistry teacher, I saw firsthand that many of my students struggled because they lacked the basic foundations in math that are necessary to succeed in the sciences, and frankly, to succeed in our economy.

These math skills form the basis of all the STEM disciplines, and importantly, they also form the basis of critical thinking and problem-solving as well. Without them, students struggle to keep up, let alone to get ahead not just in math and science but ultimately in our competitive workplace and world.

The National Assessment of Educational Progress, which is colloquially known as the Nation's report card, has shown that this is a national challenge. The most recent assessment registered the very largest declines in math scores since we first started assessing them in 1990. The scores of our average fourth graders were down five points. Worse, the average score of our eighth graders recorded an eight-point lower assessment than the last time.

As our students are continuing to recover from the pandemic, now particularly is a very good time to focus on a renewed and modified investment in math and STEM education and skills.

If our students can't get ahead in school, how will they get ahead in the STEM workforce as engineers, as chemists, as nurses, as doctors, and so much more?

As importantly, how will those who do not pursue STEM fields succeed where these same kinds of skills are very, very useful in things such as the trades and manufacturing or any other job in industry?

Thankfully, schools across the country are already developing new tools

and curricula to better connect students and help them learn these challenging topics.

It is crucial though that the Federal Government deliver its financial support to schools that are already leading this effort and that want to in the future.

My colleagues also supported an amendment to the bill ensuring that this funding is broadly available, so students can benefit from it no matter what kind of school they go to. Their adjustment made sure that schools which are private, faith-based, or homeschools also have access to this funding.

I also want to highlight that this funding is all drawn from funds that are already appropriated to the National Science Foundation. This legislation does not represent any new funding authorizations or authorities. It is simply ensuring that the NSF is able to spend the money it already receives to bolster innovation in this very important area.

This bill will go a long way towards providing our very youngest people with the skills that they need to succeed in today's marketplace. It passed with a strong bipartisan majority in the 117th Congress and was passed unanimously out of the Committee on Science, Space, and Technology last year in this Congress as well.

I once again thank my Republican colleague, Mr. BAIRD, for his work on this legislation. I also extend my deep appreciation to the SST staff and committee who have helped to shepherd this legislation through today.

Mr. Speaker, I urge all of my colleagues on both sides of the aisle to support this very commonsense, bipartisan measure.

Ms. LOFGREN. Mr. Speaker, I have no additional requests for time. I would just like to once again thank Congresswoman HOULAHAN, Dr. Baird, and I also thank the chairman. We have had a great run here in the Science Committee this evening with these terrific bills, which I urge all Members to support.

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

Mr. LUCAS. Mr. Speaker, I have no additional speakers, and I yield myself the balance of my time.

I encourage my colleagues to vote for this awesome bill worked on in a very productive fashion by our colleagues.

I would note, Mr. Speaker, we have had a very productive session in the 118th Congress. I thought under the previous committee leadership the two previous sessions it would be hard to beat, but we have accomplished a lot, and we have laid the groundwork for whatever remains of the 118th to tie up a whole bunch of loose ends. That is a testament to the gentlewoman and her staff, and I think to my staff and my colleagues on my side of the room.

The issues we work on, as the gentlewoman and I have discussed many times, are not just today and tomorrow.

It is 50 years, it is 150 years, it is 500 years from now, the net effect.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Oklahoma (Mr. LUCAS) that the House suspend the rules and pass the bill, H.R. 1735, 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.

COMMISSION TO STUDY THE POTENTIAL TRANSFER OF THE WEITZMAN NATIONAL MUSEUM OF AMERICAN JEWISH HISTORY TO THE SMITHSONIAN INSTITUTION ACT

Mr. STEIL. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 7764) to establish a commission to study the potential transfer of the Weitzman National Museum of American Jewish History to the Smithsonian Institution, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 7764

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 "Commission to Study the Potential Transfer of the Weitzman National Museum of American Jewish History to the Smithsonian Institution Act".

SEC. 2. ESTABLISHMENT OF COMMISSION.

(a) IN GENERAL.—There is established the Commission to Study the Potential Transfer of the Weitzman National Museum of American Jewish History to the Smithsonian Institution (hereafter in this Act referred to as the "Commission").

(b) MEMBERSHIP.—The Commission shall be composed of 8 members, of whom—

(1) 2 voting members shall be appointed by the majority leader of the Senate;

(2) 2 voting members shall be appointed by the Speaker of the House of Representatives;

(3) 2 voting members shall be appointed by the minority leader of the Senate; and

(4) 2 voting members shall be appointed by the minority leader of the House of Representatives.

(c) QUALIFICATION.—Members of the Commission shall be appointed to the Commission from among individuals, or representatives of institutions or entities, who possess—

(1)(A) a demonstrated commitment to the research, study, or promotion of Jewish American history, art, political or economic status, or culture; and

(B)(i) expertise in museum administration;

(ii) expertise in fund-raising for nonprofit or cultural institutions;

(iii) experience in the study and teaching of Jewish American history;

(iv) experience in the study and teaching of combating and countering antisemitism;

(v) experience in studying the issue of the representation of Jewish Americans in art, life, history, and culture at the Smithsonian Institution; or

(vi) extensive experience in public or elected service;

(2) experience in the administration of, or the strategic planning for, museums; or