

Everyday the men and women of the Armed Services risk their lives to defend our country. After September 11th the burden upon the men and women in uniform has grown exponentially. As it is, many in the Armed Forces claim that their pay is low. The least that we could do would be to give those who serve our country some type of financial relief.

Back in 1991, the gratuity death payment was increased from \$3,000 to \$6,000, however the Tax Code was not adjusted to reflect the change. As a result only the first \$3,000 is truly tax-free. House Resolution 5063 would change this so that all of the gratuity death payment money would be exempt from taxes.

Furthermore, this bill would protect armed services personnel who are transferred to take advantage of capital gains tax relief on any home sales. Currently, the law states that a person is not subject to capital gains tax on the first \$250,000 when selling a home and \$500,000 for a married couple. However, only people who live in their home for at least 2 out of the past 5 years can take advantage of exemption. Armed service men and women often are not able to satisfy the 5-year rule and therefore are not able to take advantage of this tax relief. House Resolution 5063 would address this by providing that even when men and women of the Armed Forces are transferred, it will put them in the same position as if they had been living at home while serving elsewhere.

Accordingly, I urge all of our colleagues to support H.R. 5063, the Armed Services Tax Fairness Act. This is simply the right and fair thing to do for all those in uniform who risk their lives everyday for our Nation.

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

The SPEAKER pro tempore (Mr. PETRI). The question is on the motion offered by the gentleman from New York (Mr. HOUGHTON) that the House suspend the rules and pass the bill, H.R. 5063.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. HOUGHTON. 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 and the Chair's prior announcement, further proceedings on this motion will be postponed.

#### GENERAL LEAVE

Mr. HOUGHTON. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 5063.

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

There was no objection.

#### UNDERGRADUATE SCIENCE, MATHEMATICS, ENGINEERING, AND TECHNOLOGY EDUCATION IMPROVEMENT ACT

Mr. BOEHLERT. Mr. Speaker, I move to suspend the rules and pass the bill

(H.R. 3130) to provide for increasing the technically trained workforce in the United States, as amended.

The Clerk read as follows:

H.R. 3130

*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 "Undergraduate Science, Mathematics, Engineering, and Technology Education Improvement Act".

#### SEC. 2. FINDINGS.

The Congress makes the following findings: (1) Studies show that about half of all United States post-World War II economic growth is a direct result of technological innovation, and science, engineering, and technology play a central role in the creation of new goods and services, new jobs, and new capital.

(2) The growth in the number of jobs requiring technical skills is projected to be more than 50 percent over the next decade.

(3) A workforce that is highly trained in science, mathematics, engineering, and technology is crucial to generating the innovation that drives economic growth, yet females, who represent 50 percent of the United States population, make up only 19 percent of the science, engineering, and technology workforce.

(4) Outside of the biomedical sciences, the number of undergraduate degrees awarded in the science, mathematics, engineering, and technology disciplines has been flat or declining since 1987, despite rapid population growth and a significant increase in undergraduate enrollment over the same period.

(5) The demand for H-1B visas has increased over the past several years, suggesting that the United States is not training a sufficient number of scientists and engineers.

(6) International comparisons of 24-year olds have shown that the proportion of natural science and engineering degrees to the total of undergraduate degrees is lower in the United States than in Japan, South Korea, Taiwan, the United Kingdom, and Canada.

(7) Technological and scientific advancements hold significant potential for elevating the quality of life and the standard of living in the United States. The quality and quantity of such advancements are dependent on a technically trained workforce.

(8) Reversing the downward enrollment and graduation trends in a number of science and engineering disciplines is not only imperative to maintaining our Nation's prosperity, it is also important for our national security.

(9) The decline of student majors in science, mathematics, engineering, and technology is reportedly linked to poor teaching quality in these disciplines and lack of institutional commitment to undergraduate education as compared to research.

(10) Undergraduate science, mathematics, engineering, and technology faculty generally lack any formal preparation for their role as undergraduate educators. In addition, faculty members are generally not rewarded, and in some cases are penalized, for the time they devote to undergraduate education.

(11) Faculty experienced in working with undergraduate students report that undergraduate research experiences contribute significantly to a student's decision to stay in an undergraduate science, mathematics, engineering, or technology major and to continue their education through graduate studies.

#### SEC. 3. DEFINITIONS.

In this Act—

(1) the term "academic unit" means a department, division, institute, school, college, or other subcomponent of an institution of higher education;

(2) the term "community college" has the meaning given such term in section 7501(4) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7601(4));

(3) the term "Director" means the Director of the National Science Foundation;

(4) the term "eligible nonprofit organization" means a nonprofit organization with demonstrated experience delivering science, mathematics, engineering, or technology education, as determined by the Director;

(5) 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)); and

(6) the term "research-grade instrumentation" means a single instrument or a networked system of instruments that enable publication-quality research to be performed by students or faculty.

#### SEC. 4. TECHNOLOGY TALENT.

(a) SHORT TITLE.—This section may be cited as the "Technology Talent Act of 2002".

(b) GRANT PROGRAM.—

(1) IN GENERAL.—The Director shall award grants, on a competitive, merit-reviewed basis, to institutions of higher education with physical or information science, mathematics, engineering, or technology programs, to consortia thereof, or to nonprofit entities that have established consortia among such institutions of higher education for the purpose of increasing the number and quality of students studying and receiving associate or baccalaureate degrees in the physical and information sciences, mathematics, engineering, and technology. Consortia established by such nonprofit entities may include participation by eligible nonprofit organizations, State or local governments, or private sector companies. An institution of higher education, including those participating in consortia, that is awarded a grant under this section shall be known as a "National Science Foundation Science and Engineering Talent Expansion Center".

(2) REQUIREMENTS.—

(A) NUMBER.—The Director shall award not fewer than 10 grants under this section each year, contingent upon available funds.

(B) DURATION.—Grants under this section shall be awarded for a period of 5 years, with the final 2 years of funding contingent on the Director's determination that satisfactory progress has been made by the grantee during the first 3 years of the grant period toward achieving the increases in the number of students proposed pursuant to subparagraph (E).

(C) PRINCIPAL INVESTIGATOR.—For each grant awarded under this section to an institution of higher education, at least 1 principal investigator must be in a position of administrative leadership at the institution of higher education, and at least 1 principal investigator must be a faculty member from an academic department included in the work of the project. For each grant awarded to a consortium or nonprofit entity, at each institution of higher education participating in the consortium, at least 1 of the individuals responsible for carrying out activities authorized under subsection (c) at that institution must be in a position of administrative leadership at the institution, and at least 1 must be a faculty member from an academic department included in the work of the project at that institution.

(D) SUBSEQUENT GRANTS.—An institution of higher education, a consortium thereof, or a nonprofit entity that has completed a grant awarded under this section may apply for a subsequent grant under this section.