

Whereas many high school dropouts do not have the literacy skills necessary to complete their education, transition to postsecondary education or career and technical training, or obtain a job;

Whereas a large portion of individuals in prison have low educational skills, and prisoners without educational skills are more likely to return to prison once released;

Whereas many immigrants in the United States do not have the literacy skills necessary to succeed in the United States; and

Whereas National Adult Education and Family Literacy Week highlights the need to ensure that each individual in the United States has the literacy skills necessary to succeed at home, at work, and in society: Now, therefore, be it

*Resolved*, That the Senate—

(1) designates the week of September 22 through 28, 2019, as “National Adult Education and Family Literacy Week” to raise public awareness about the importance of adult education, workforce skills, and family literacy;

(2) encourages people across the United States to support programs to assist individuals in need of adult education, workforce skills, and family literacy programs;

(3) recognizes the importance of adult education, workforce skills, and family literacy programs; and

(4) calls on public, private, and nonprofit entities to support increased access to adult education and family literacy programs to ensure a literate society.

**SENATE RESOLUTION 356—DESIGNATING SEPTEMBER 4, 2019, AS “NATIONAL POLYCYSTIC KIDNEY DISEASE AWARENESS DAY”, AND RAISING AWARENESS AND UNDERSTANDING OF POLYCYSTIC KIDNEY DISEASE**

Mr. BLUNT (for himself and Mr. CARDIN) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 356

Whereas designating September 4, 2019, as “National Polycystic Kidney Disease Awareness Day” will raise public awareness and understanding of polycystic kidney disease, one of the most prevalent genetic kidney disorders, which affects approximately 500,000 people in the United States;

Whereas National Polycystic Kidney Disease Awareness Day will help to foster an understanding of the impact polycystic kidney disease has on individuals and their families;

Whereas polycystic kidney disease is a progressive, genetic disorder of the kidneys that causes damage to the kidneys and the cardiovascular, endocrine, hepatic, and gastrointestinal organ systems;

Whereas polycystic kidney disease affects the health and finances of people of all ages, and equally affects people of all ages, races, ethnicities, and sexes;

Whereas, of the people diagnosed with polycystic kidney disease, approximately 10 percent have no family history of the disease, with the disease developing as a spontaneous mutation;

Whereas there are very few treatments and no cure for polycystic kidney disease, which is one of the 4 leading causes of kidney failure in the United States;

Whereas 50 percent of individuals with polycystic kidney disease experience kidney failure at an average age of 57;

Whereas friends, loved ones, spouses, and caregivers of individuals with polycystic kid-

ney disease can assist with the challenges created by polycystic kidney disease, including by helping such individuals maintain a healthy lifestyle and make regular visits to their health care providers;

Whereas the severity of the symptoms of polycystic kidney disease and limited public awareness of the disease may cause individuals to forego regular visits to their physicians or avoid following the health recommendations of their doctors, which experts suggest could help prevent further complications should kidney failure occur;

Whereas people who have chronic, life-threatening diseases like polycystic kidney disease may experience depression;

Whereas the PKD Foundation and its more than 50 volunteer chapters around the United States are dedicated to—

(1) conducting research to find treatments and a cure for polycystic kidney disease;

(2) fostering public awareness and understanding of polycystic kidney disease;

(3) educating individuals and their families about the disease to improve their treatment and care; and

(4) providing support, including by sponsoring the annual “Walk for PKD” to raise funds for polycystic kidney disease research, education, advocacy, and awareness; and

Whereas the PKD Foundation is partnering on September 4, 2019, with sister organizations in Canada, Australia, and other countries to increase international awareness of polycystic kidney disease: Now, therefore, be it

*Resolved*, That the Senate—

(1) designates September 4, 2019, as “National Polycystic Kidney Disease Awareness Day”;

(2) supports the goals and ideals of National Polycystic Kidney Disease Awareness Day to raise public awareness and understanding of polycystic kidney disease;

(3) recognizes the need for additional research to find a cure for polycystic kidney disease; and

(4) encourages all people in the United States and interested groups to support National Polycystic Kidney Disease Awareness Day through appropriate ceremonies and activities to promote public awareness of polycystic kidney disease and to foster an understanding of the impact of the disease on individuals and their families.

**SENATE RESOLUTION 357—CELEBRATING THE 150TH ANNIVERSARY OF THE BIRTH OF MAHATMA GANDHI**

Mr. MENENDEZ (for himself, Mr. CRUZ, Mr. WARNER, and Mr. CORNYN) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 357

Whereas Mohandas Karamchand Gandhi was born on October 2, 1869, in the modern-day state of Gujarat, India, and October 2, 2019, represents the 150th anniversary of his birth;

Whereas, following his admission as a lawyer to the bar in England, Mohandas Gandhi moved to South Africa, where he experienced state-sanctioned racial discrimination firsthand;

Whereas that experience motivated Mohandas Gandhi to develop and teach the concept of “satyagraha,” meaning “truth-force,” which involves using methods of non-violent dissent such as civil disobedience in the face of injustice;

Whereas Mohandas Gandhi would spend nearly 20 years in South Africa using the

principles of satyagraha to speak out and organize against the injustices of racial segregation;

Whereas, in 1919, several years after his return to India, Mohandas Gandhi called for a campaign of satyagraha in response to British authorities issuing the Rowlatt Acts;

Whereas Mohandas Gandhi began a decades-long movement of nonviolent dissent to gain self-rule for India, including campaigns to boycott British goods and develop the economic independence of India;

Whereas Mohandas Gandhi persisted in his advocacy for self-rule for India despite multiple arrests;

Whereas Mohandas Gandhi advocated for the rights of the lowest classes in India, whom he renamed the “Harijans,” or “children of God,” and thereby spurred reforms that improved the legal status of those individuals;

Whereas the vision of Mohandas Gandhi for India was of a secular and pluralistic home for people of different religions and backgrounds;

Whereas the followers of Mohandas Gandhi named him “Mahatma,” meaning “great soul” in Sanskrit;

Whereas the nonviolent dissent movement started by Mahatma Gandhi resulted in India gaining its independence from the British Empire;

Whereas the principles of satyagraha inspired civil rights leaders and movements around the world, including Dr. Martin Luther King, Jr., in the United States;

Whereas Dr. Martin Luther King, Jr., said that the philosophy of nonviolent dissent of Mahatma Gandhi is “the only morally and practically sound method open to oppressed people in their struggle for freedom”;

Whereas the teachings and work of Mahatma Gandhi and Dr. Martin Luther King, Jr., continue to inspire countless people worldwide: Now, therefore, be it

*Resolved*, That the Senate—

(1) celebrates the 150th anniversary of the birth of Mahatma Gandhi;

(2) honors the accomplishments of Mahatma Gandhi and the impact of his philosophy of satyagraha, including its influence on civil rights leader Dr. Martin Luther King, Jr., and on the civil rights movement in the United States;

(3) recognizes that the principles of non-violent dissent in the face of injustice remain relevant and necessary today; and

(4) continues to champion the principles of peaceful protest and nonviolent dissent advanced by Mahatma Gandhi and Dr. Martin Luther King, Jr.

**SENATE CONCURRENT RESOLUTION 26—CALLING FOR AN END TO THE CONSUMPTION AND TRADE OF DOG AND CAT MEAT**

Mr. MERKLEY submitted the following concurrent resolution; which was referred to the Committee on Foreign Relations:

S. CON. RES. 26

Whereas a bipartisan domestic prohibition on the consumption or trade of dog and cat meat was included in section 12515 of the Agriculture Improvement Act of 2018 (7 U.S.C. 2160), which was signed into law by the President on December 20, 2018;

Whereas the consumption of dog meat has occurred throughout the world, primarily in Asia;

Whereas established markets for dog meat still exist as of September 2019;

Whereas Humane Society International, Animals Asia Foundation, and others estimate that 30,000,000 dogs and 10,000,000 cats

die annually worldwide as a result of the dog and cat meat trade;

Whereas, due to a traditional belief that high adrenaline levels produce tender meat and increase supposed health benefits, dogs killed for their meat may be intentionally subjected to extreme fear and suffering through hanging and bludgeoning;

Whereas there have been reports that dogs and cats farmed for their meat experience abuse, poor living conditions, and cruel slaughtering techniques;

Whereas, during transport to slaughterhouses, many dogs and cats die or suffer illness or injury as a result of being crammed into small cages on the back of vehicles for days or weeks without food or water;

Whereas the extreme suffering of dogs and cats at slaughterhouses and on transportation trucks would breach anti-cruelty laws in the United States, such as—

(1) the Animal Welfare Act (7 U.S.C. 2131 et seq.); and

(2) Public Law 85-765 (commonly known as the “Humane Methods of Slaughter Act of 1958”) (7 U.S.C. 1901 et seq.);

Whereas many government officials, civil society advocates, and activists are working to end the trade of dog and cat meat on anti-cruelty and public health grounds, and the governments of Singapore, Taiwan, and Hong Kong have passed laws banning the slaughter of dogs for meat consumption;

Whereas the World Health Organization has linked the dog meat industry to outbreaks of trichinellosis, cholera, and rabies among humans;

Whereas the people involved in the dog meat industry are at an increased health risk for zoonotic diseases, such as rabies, which can transfer from dogs to humans through infectious material such as saliva;

Whereas the spread of disease in the dog meat industry may be exacerbated by the unsanitary conditions of slaughter and the sale of dog meat at open-air markets and restaurants; and

Whereas the World Health Organization and the Global Alliance for Rabies Control have acknowledged the link between the spread of rabies and the dog meat trade, which involves the movement of large numbers of dogs of unknown disease status across vast distances: Now, therefore, be it

*Resolved by the Senate (the House of Representatives concurring), That Congress—*

(1) calls for an end to the consumption and trade of dog and cat meat on anti-cruelty and public health grounds;

(2) urges all nations with a dog or cat meat trade to adopt and enforce laws banning the consumption and trade of dog and cat meat; and

(3) affirms the commitment of the United States to advancing the causes of animal protection and animal welfare domestically and around the world.

#### AMENDMENTS SUBMITTED AND PROPOSED

SA 943. Mr. LEE submitted an amendment intended to be proposed by him to the bill H.R. 4378, making continuing appropriations for fiscal year 2020, and for other purposes; which was ordered to lie on the table.

SA 944. Mr. MCCONNELL (for Ms. ROSEN (for herself and Mrs. CAPITO)) proposed an amendment to the bill S. 737, to direct the National Science Foundation to support STEM education research focused on early childhood.

#### TEXT OF AMENDMENTS

SA 943. Mr. LEE submitted an amendment intended to be proposed by

him to the bill H.R. 4378, making continuing appropriations for fiscal year 2020, and for other purposes; which was ordered to lie on the table; as follows:

At the appropriate place, insert the following:

#### SEC. \_\_\_\_ PROHIBITION ON EXPORT-IMPORT BANK OF THE UNITED STATES PROVIDING FINANCING FOR STATE-OWNED ENTERPRISES.

Section 2(b) of the Export-Import Bank Act of 1945 (12 U.S.C. 635(b)) is amended by adding at the end the following:

“(14) PROHIBITION ON FINANCING FOR STATE-OWNED ENTERPRISES.—The Bank may not guarantee, insure, or extend (or participate in the extension of) credit in connection with the export of any good or service to an entity owned or controlled by the government of a foreign country.”.

SA 944. Mr. MCCONNELL (for Ms. ROSEN (for herself and Mrs. CAPITO)) proposed an amendment to the bill S. 737, to direct the National Science Foundation to support STEM education research focused on early childhood; as follows:

Strike all after the enacting clause and insert the following:

#### SECTION 1. SHORT TITLE.

This Act may be cited as the “Building Blocks of STEM Act”.

#### SEC. 2. FINDINGS.

Congress finds the following:

(1) The National Science Foundation is a large investor in STEM education and plays a key role in setting research and policy agendas.

(2) While studies have found that children who engage in scientific activities from an early age develop positive attitudes toward science and are more likely to pursue STEM expertise and careers later on, the majority of current research focuses on increasing STEM opportunities for middle school-aged children and older.

(3) Women remain widely underrepresented in the STEM workforce, and this disparity extends down through all levels of education.

#### SEC. 3. SUPPORTING EARLY CHILDHOOD AND ELEMENTARY STEM EDUCATION RESEARCH.

In awarding grants under the Discovery Research PreK-12 program, the Director of the National Science Foundation shall consider the age distribution of a STEM education research and development project to improve the focus of research and development on elementary and prekindergarten education.

#### SEC. 4. SUPPORTING FEMALE STUDENTS IN PREKINDERGARTEN THROUGH ELEMENTARY SCHOOL IN STEM EDUCATION.

Section 305(d) of the American Innovation and Competitiveness Act (42 U.S.C. 1862s-5(d)) is amended by adding at the end the following:

“(3) RESEARCH.—As a component of improving participation of women in STEM fields, research funded by a grant under this subsection may include research on—

“(A) the role of teacher training and professional development, including effective incentive structures to encourage teachers to participate in such training and professional development, in encouraging or discouraging female students in prekindergarten through elementary school from participating in STEM activities;

“(B) the role of teachers in shaping perceptions of STEM in female students in prekindergarten through elementary school and discouraging such students from participating in STEM activities;

“(C) the role of other facets of the learning environment on the willingness of female

students in prekindergarten through elementary school to participate in STEM activities, including learning materials and textbooks, seating arrangements, use of media and technology, classroom culture, and composition of students during group work;

“(D) the role of parents and other caregivers in encouraging or discouraging female students in prekindergarten through elementary school from participating in STEM activities;

“(E) the types of STEM activities that encourage greater participation by female students in prekindergarten through elementary school;

“(F) the role of mentorship and best practices in finding and utilizing mentors; and

“(G) the role of informal and after-school STEM learning opportunities on the perception of and participation in STEM activities of female students in prekindergarten through elementary school.”.

#### SEC. 5. SUPPORTING FEMALE STUDENTS IN PREKINDERGARTEN THROUGH ELEMENTARY SCHOOL IN COMPUTER SCIENCE EDUCATION.

Section 310(b) of the American Innovation and Competitiveness Act (42 U.S.C. 1862s-7(b)) is amended by adding at the end the following:

“(3) USES OF FUNDS.—The tools and models described in paragraph (2)(C) may include—

“(A) offering training and professional development programs, including summer or academic year institutes or workshops, designed to strengthen the capabilities of prekindergarten and elementary school teachers and to familiarize such teachers with the role of bias against female students in the classroom;

“(B) offering innovative pre-service and in-service programs that instruct teachers on female-inclusive practices for teaching computing concepts;

“(C) developing distance learning programs for teachers or students, including developing curricular materials, play-based computing activities, and other resources for the in-service professional development of teachers that are made available to teachers through the Internet;

“(D) developing or adapting prekindergarten and elementary school computer science curricular materials that incorporate contemporary research on the science of learning, particularly with respect to female inclusion;

“(E) developing and offering female-inclusive computer science enrichment programs for students, including after-school and summer programs;

“(F) providing mentors for female students in prekindergarten through elementary school to support such students in participating in computer science activities;

“(G) engaging female students in prekindergarten through elementary school, and their guardians (if such communication takes place on school premises during otherwise-scheduled conferences or formal conversations between teachers and guardians) about—

“(i) the difficulties faced by female students with regard to maintaining an interest in participating in computer science activities; and

“(ii) the potential positive career benefits of engaging in such activities;

“(H) acquainting female students in prekindergarten through elementary school with careers in computer science and encouraging such students to consider careers in the computer science field; and

“(I) developing tools to evaluate activities conducted under this subsection, including reports for evaluating the effectiveness of activities under this section.”.