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.''.