

SENATE RESOLUTION 89—HONORING THE HUMANITARIAN WORK OF DR. ARISTIDES DE SOUSA MENDES DO AMARAL E ABRANCHES TO SAVE THE LIVES OF FRENCH JEWS AND OTHER PERSONS DURING THE HOLOCAUST

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

S. RES. 89

Whereas Nazi Germany invaded France on May 10, 1940, and after brief but intense hostilities, secured the surrender of France on June 22, 1940;

Whereas, as a consequence of the Nazi conquest, the lives of French Jews and Jewish and non-Jewish persons of other nationalities seeking refuge in France were put in grave and imminent danger;

Whereas many thousands of those persons fled to Bordeaux, France, and elsewhere in southwest France, seeking to traverse Spain and escape to Portugal;

Whereas, in 1939, the Government of Portugal under Antonio de Oliveira Salazar issued Circular 14, which sharply restricted the availability of visas to displaced persons;

Whereas the Consul General of Portugal in Bordeaux was Dr. Aristides de Sousa Mendes do Amaral e Abranches;

Whereas, in June 1940, confronting a humanitarian crisis and in defiance of Circular 14, Sousa Mendes, assisted principally by his diplomatic colleagues Jose de Seabra, Manuel de Vieira Braga, and Emile Gissot, issued without charge tens of thousands of visas, including thousands to fleeing Jews;

Whereas Sousa Mendes reportedly stated, "I declare that I shall give, free of charge, a visa to whosoever shall request it. My desire is to be with God against Man rather than with Man and against God.";

Whereas those visas, as well as Sousa Mendes' personal intervention at the border between France and Spain, enabled the refugees to reach safety in Portugal;

Whereas, in July 1940, the Government of Portugal under Oliveira Salazar responded by recalling Sousa Mendes, dismissing Sousa Mendes later from active diplomatic service, and subjecting him to economic retribution and subsequent ostracism;

Whereas, in 1941, Sousa Mendes explained, "In truth, I disobeyed, but my disobedience does not dishonor me. I chose to defy an order that to me represented the persecution of true castaways who sought with all their strength to be saved from Hitler's wrath. Above the order, for me, was God's law, and that's the one I have always sought to adhere to without hesitation. The true lesson of Christianity is to love one's neighbor.";

Whereas, in 1954, Sousa Mendes died penniless in Lisbon, Portugal, under the cloud of the discipline imposed for his defiance;

Whereas, in 1966, Yad Vashem recognized Sousa Mendes as a Righteous Among the Nations for his selfless efforts to save Jewish lives at personal risk to himself, making Sousa Mendes the first of a number of diplomatic rescuers to be so honored;

Whereas, in 1988, the United States Senate passed Senate Resolution 270, 110th Congress, agreed to June 23, 1988, to commemorate Sousa Mendes' humanitarian efforts;

Whereas, in 1986, President of Portugal Mario Soares posthumously rehabilitated Sousa Mendes, decorating Sousa Mendes as an Officer of the Order of Liberty;

Whereas, in 1988, the Parliament of Portugal posthumously granted Sousa Mendes the status of Ambassador;

Whereas, in 1995, President of Portugal Mario Soares posthumously bestowed on Sousa Mendes the Grand Cross of the Order of Christ;

Whereas, in 2017, President of Portugal Marcelo Rebelo de Sousa posthumously bestowed on Sousa Mendes Portugal's highest honor, the Grand Cross of the Order of Liberty;

Whereas, in 2020, the Parliament of Portugal unanimously voted to memorialize Sousa Mendes in the National Pantheon in Lisbon; and

Whereas, in 2020, on the 80th anniversary of his heroism, the United States Commission for the Preservation of America's Heritage Abroad initiated commemorations in honor of Sousa Mendes in Bordeaux, France, and Portugal: Now, therefore, be it

Resolved, That the Senate—

(1) honors and salutes the humanitarian and principled work of Dr. Aristides de Sousa Mendes do Amaral e Abranches, Consul of Portugal in Bordeaux, France, for acting with great courage and at personal risk to issue transit visas to French Jews and other persons, sparing them from Nazi occupation and the Holocaust, thus saving many thousands of innocent lives;

(2) directs the Secretary of the Senate to transmit copies of this resolution to the President; and

(3) requests that the President transmit a copy of this resolution to the President of Portugal and the President of the Assembly of the Republic of Portugal.

SENATE RESOLUTION 90—DESIGNATING THE WEEK OF FEBRUARY 1 THROUGH 5, 2021, AS "NATIONAL SCHOOL COUNSELING WEEK"

Mrs. MURRAY (for herself, Ms. COLLINS, Mr. MERKLEY, Ms. CORTEZ MASTO, Mr. MARKEY, Ms. HIRONO, Mr. BLUMENTHAL, Ms. HASSAN, Ms. STABENOW, Mr. SANDERS, Mr. WYDEN, Mr. VAN HOLLEN, Mr. KING, Mrs. FEINSTEIN, Ms. BALDWIN, Mr. DURBIN, Mr. BROWN, Mr. HEINRICH, Ms. KLOBUCHAR, Mr. PETERS, and Ms. ROSEN) submitted the following resolution; which was considered and agreed to:

S. RES. 90

Whereas school counselors are more important now than ever, as the COVID-19 pandemic has magnified the mental health crisis among the youth of our Nation;

Whereas the American School Counselor Association has designated February 1 through 5, 2021, as "National School Counseling Week";

Whereas school counselors have long advocated for equitable opportunities for all students;

Whereas school counselors help develop well-rounded students by guiding students through academic learning, social and emotional development, and career exploration;

Whereas personal and social growth can help lead to increased academic achievement;

Whereas school counselors play a vital role in ensuring that students are ready for both college and careers;

Whereas school counselors play a vital role in making students aware of opportunities for financial aid and college scholarships;

Whereas school counselors assist with and coordinate efforts to foster a positive school climate, resulting in a safer learning environment for all students;

Whereas school counselors have been instrumental in helping students, teachers,

and parents deal with personal trauma as well as tragedies in their communities and the United States;

Whereas students face myriad challenges every day, including peer pressure, bullying, mental health issues, the deployment of family members to serve in conflicts overseas, and school violence;

Whereas a school counselor is one of the few professionals in a school building who is trained in both education and social and emotional development;

Whereas the roles and responsibilities of school counselors are often misunderstood;

Whereas the school counselor position is often among the first to be eliminated to meet budgetary constraints;

Whereas the national average ratio of students to school counselors is 430 to 1, almost twice the 250 to 1 ratio recommended by the American School Counselor Association, the National Association for College Admission Counseling, and other organizations; and

Whereas the celebration of National School Counseling Week will increase awareness of the important and necessary role school counselors play in the lives of students in the United States: Now, therefore, be it

Resolved, That the Senate—

(1) designates the week of February 1 through 5, 2021, as "National School Counseling Week"; and

(2) encourages the people of the United States to observe National School Counseling Week with appropriate ceremonies and activities that promote awareness of the role school counselors play in schools and the community at large in preparing students for fulfilling lives as contributing members of society.

SENATE RESOLUTION 91—SUPPORTING THE GOALS AND IDEALS OF "CAREER AND TECHNICAL EDUCATION MONTH"

Mr. Kaine (for himself, Mr. PORTMAN, Ms. BALDWIN, Mr. YOUNG, Mr. BARRASSO, Mr. BENNET, Mrs. BLACKBURN, Mr. BLUMENTHAL, Mr. BOOZMAN, Mr. BRAUN, Mr. BROWN, Ms. CANTWELL, Mr. CARPER, Mr. CASEY, Mr. COONS, Mr. CORNYN, Ms. CORTEZ MASTO, Mr. CRAMER, Mr. CRAPO, Mr. DAINES, Ms. DUCKWORTH, Mr. DURBIN, Ms. ERNST, Mrs. FEINSTEIN, Mrs. FISCHER, Ms. HASSAN, Ms. HIRONO, Mr. HOEVEN, Mrs. HYDE-SMITH, Mr. INHOFE, Mr. KING, Ms. KLOBUCHAR, Mr. MANCHIN, Mr. MERKLEY, Mr. MURPHY, Mrs. MURRAY, Mr. PETERS, Mr. RISCH, Mr. ROMNEY, Ms. ROSEN, Mr. ROUNDS, Mr. RUBIO, Mr. SANDERS, Mrs. SHAHEEN, Ms. SMITH, Ms. STABENOW, Mr. THUNE, Mr. TILLIS, Mr. VAN HOLLEN, Mr. WARNER, Mr. WICKER, Mr. WYDEN, and Mr. SCOTT of South Carolina) submitted the following resolution; which was considered and agreed to:

S. RES. 91

Whereas a competitive global economy requires workers who are prepared for skilled professions;

Whereas 3,000,000 workers will be needed for the United States' infrastructure in the next several years, including designing, building, and operating transportation, housing, utilities, and telecommunications;

Whereas the COVID-19 pandemic has displaced millions of workers in the United States and fundamentally shifted entire industries within foundational aspects of the

economy, creating significant demands for high-quality and efficient upskilling and reskilling opportunities to ensure a quick and equitable recovery;

Whereas career and technical education (referred to in this preamble as “CTE”) ensures that competitive and skilled workers are ready, willing, and capable of holding jobs in high-wage, high-skill, and in-demand career fields such as science, technology, engineering, art and design, mathematics, nursing, allied health, construction, information technology, energy sustainability, and many other career fields that are vital in keeping the United States competitive in the global economy;

Whereas CTE helps the United States meet the very real and immediate challenges of economic development, student achievement, and global competitiveness;

Whereas the United States has 30,000,000 jobs providing an average income of \$55,000 per year that do not require a bachelor's degree yet increasingly require some level of postsecondary education;

Whereas over 12,800,000 students are enrolled in CTE across the country at the secondary and postsecondary levels, with CTE programs in thousands of CTE centers, comprehensive high schools, career academies, and CTE high schools, and nearly 1,000 2-year colleges;

Whereas CTE matches employability skills with workforce demand and provides relevant academic and technical coursework leading to industry-recognized credentials for secondary, postsecondary, and adult learners;

Whereas CTE affords students the opportunity to gain the knowledge, skills, and credentials needed to secure careers in growing, high-demand fields;

Whereas secondary CTE is associated with a lower probability of dropping out of high school and a higher likelihood of graduating on-time;

Whereas according to an American Federation of Teachers poll, 94 percent of parents approve of expanding access to CTE and other programs that prepare students for jobs;

Whereas students at schools with highly integrated rigorous academic and CTE programs are significantly more likely to meet college and career readiness benchmarks than students at schools with less integrated programs;

Whereas, in 2018, Congress affirmed the importance of CTE by passing the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224), which supports program improvement in secondary and postsecondary CTE programs in all 50 States, the District of Columbia, Puerto Rico, the United States Virgin Islands, and outlying areas; and

Whereas, February 23, 2019, marked the 102nd anniversary of the signing of the Act of February 23, 1917 (39 Stat. 929, commonly known as the “Smith-Hughes Vocational Education Act of 1917”), which was the first major Federal investment in secondary CTE and laid the foundation for the bipartisan, bicameral support for CTE that continues as of February 2021: Now, therefore, be it

Resolved, That the Senate—

(1) supports the designation of February 2021 as “Career and Technical Education Month” to celebrate career and technical education across the United States;

(2) supports the goals and ideals of Career and Technical Education Month;

(3) recognizes the importance of career and technical education in preparing a well-educated and skilled workforce in the United States; and

(4) encourages educators, school counselors, guidance and career development pro-

fessionals, administrators, and parents to promote career and technical education as a respected option for students.

Mr. KAINE. Mr. President, by supporting the development of a workforce trained in in-demand skills, we can accelerate the recovery of our economy. The Nation's continued progress and the socioeconomic mobility of our citizens are contingent on the education and skills of the American workforce and its ability to adjust to and fulfill the needs of the 21st century economy—especially in the wake of the coronavirus pandemic. Career and technical education (CTE) programs are vital to every student's education, providing them access to the important knowledge, skills, and credentials needed to obtain careers in rapidly growing, high-demand industries. Today, approximately 12.8 million students across the Nation are enrolled in CTE programs offered by thousands of career academies, comprehensive high schools, CTE high schools, community colleges, and CTE centers. Through applied learning, these students obtain workplace skills and technical training that mirror in-demand positions in the workforce.

In the next decade, millions of skilled workers will be needed to fill infrastructure positions in the United States, including jobs related to designing, building, and operating transportation, housing, telecommunication, and utilities facilities. CTE programs intentionally match skills with workforce demands, lowering the probability of high school drop-out and increasing the likelihood of on time graduation rates. These CTE programs will help fill the estimated 30 million U.S. jobs available with an average annual income of \$55,000 that do not require a bachelor's degree yet necessitate some level of postsecondary education.

Across Virginia, I hear about an increase in workforce needs from frontline health services to manufacturing PPE to contract tracing—the list goes on. As we see a surge in unemployment overall from the pandemic, it is essential that we highlight the important role of CTE in the country's ability to meet the challenges we face in economic recovery and development, student achievement, and global competitiveness. In 2018, Congress affirmed the importance of CTE by passing the Strengthening Career and Technical Education for the 21st Century Act which supports CTE programs in secondary and postsecondary education. We also need to ensure we continue reskilling and upskilling workers by supporting workforce development programs.

Today, with my Senate CTE Caucus co-chairs Senator PORTMAN, Senator BALDWIN, and Senator YOUNG and more than half of my colleagues in the Senate, I am pleased to again introduce a bipartisan resolution to designate February as Career and Technical Education (CTE) month. CTE Month en-

courages students, parents, counselors, educators, and school leaders to learn more about the diverse educational opportunities offered in their communities, and recognize the valuable role of CTE in developing a well-educated and highly skilled workforce in the United States.

By formally recognizing CTE Month through this resolution, we hope to bring greater awareness to improving access to high-quality career and technical education for millions of America's students and our nation's ongoing economic competitiveness.

SENATE RESOLUTION 92—DESIGNATING MARCH 5, 2021, AS “NATIONAL SPEECH AND DEBATE EDUCATION DAY”

Mr. GRASSLEY (for himself, Mr. COONS, Mr. BARRASSO, Mr. BRAUN, Mrs. CAPITO, Mr. CARPER, Mr. CRAMER, Mr. CRAPO, Mr. DURBIN, Ms. ERNST, Mrs. HYDE-SMITH, Mr. KING, Ms. KLOBUCHAR, and Ms. WARREN) submitted the following resolution; which was considered and agreed to:

S. RES. 92

Whereas it is essential for youth to learn and practice the art of communicating with and without technology;

Whereas speech and debate education offers students myriad forms of public speaking through which students may develop talent and exercise unique voice and character;

Whereas speech and debate education gives students the 21st-century skills of communication, critical thinking, creativity, and collaboration;

Whereas critical analysis and effective communication allow important ideas, texts, and philosophies the opportunity to flourish;

Whereas personal, professional, and civic interactions are enhanced by the ability of the participants in those interactions to listen, concur, question, and dissent with reason and compassion;

Whereas students who participate in speech and debate have chosen a challenging activity that requires regular practice, dedication, and hard work;

Whereas teachers and coaches of speech and debate devote in-school, afterschool, and weekend hours to equip students with life-changing skills and opportunities;

Whereas National Speech and Debate Education Day emphasizes the lifelong impact of providing people of the United States with the confidence and preparation to both discern and share views;

Whereas National Speech and Debate Education Day acknowledges that most achievements, celebrations, commemorations, and pivotal moments in modern history begin, end, or are crystallized with public address;

Whereas National Speech and Debate Education Day recognizes that learning to research, construct, and present an argument is integral to personal advocacy, social movements, and the making of public policy;

Whereas the National Speech & Debate Association, in conjunction with national and local partners, honors and celebrates the importance of speech and debate through National Speech and Debate Education Day; and

Whereas National Speech and Debate Education Day emphasizes the importance of speech and debate education and the integration of speech and debate education across grade levels and disciplines: Now, therefore, be it