

The PRESIDING OFFICER. The clerk will report the resolution by title.

The senior assistant legislative clerk read as follows:

A resolution (S. Res. 218) congratulating the United States Women's National Team for winning the 2015 FIFA World Cup.

There being no objection, the Senate proceeded to consider the resolution.

Mr. MENENDEZ. Mr. President, I rise as the coauthor, with Senator COLLINS, of this Senate resolution to honor and congratulate an extraordinary team on an extraordinary accomplishment. The U.S. women's national soccer team and their triumphant 5-to-2 victory over Japan at the 2015 FIFA World Cup final was an extraordinary accomplishment and a great victory for them, for the United States, for women's soccer, and women's sports.

These inspiring athletes have spent the past months captivating audiences around the globe with their determination, tenacity, and sheer grit. It started with our national team winning the so-called group of death against Australia, Sweden, and Nigeria. They went on to beat powerhouse teams Colombia, China, and Germany on the way to the final.

All along the way, they tied a World Cup record by playing 540 consecutive minutes without conceding a single goal. In the final, our national team came up strong, scoring four goals in the first 16 minutes, including three goals from New Jersey's own Carli Lloyd. Fellow New Jerseyan Tobin Heath would add another goal, and the team cruised to a resounding 5-to-2 victory. All in all, in the entire tournament, our women's national team never lost a game.

We are all proud of them. I am especially proud of fellow New Jerseyans Christie Rampone, Heather O'Reilly, Tobin Heath, and Golden Ball winner Carli Lloyd. But more than pride, we look to this team for inspiration. The women's World Cup final was the most watched soccer game in American history. The final game had my stepchildren Jana, who is an avid player and a big women's soccer fan, and her brother Sonny, who was rooting the team on—they were both riveted at what these women players were accomplishing. This game showed them what hard work and determination can do.

For Jana and every young girl who aspires to be the best, this victory makes her dreams seem within reach. Just as the 1999 U.S. World Cup team motivated an entire generation to pursue their dreams, I am certain the performance of this team will do the same and push this generation to dream bigger, work harder, and achieve even more than they have ever imagined.

I congratulate our champions. I look forward to the adoption of the resolution.

Mr. DURBIN. Mr. President, I want to recognize the 2015 United States Women's National Soccer Team. Sunday night, our athletes brought home

their third World Cup championship and continued the excellence that we have come to know from the team. Four of the woman's national team players—Shannon Boxx, Julie Johnston, Lori Chalupny, and Christen Press—are also on Chicago's National Women's Soccer League team, the Red Stars.

More than 22 million Americans watched Team USA—including a crowd of thousands gathering in Lincoln Park in Chicago to watch the match on the big screens and cheer the U.S. women to victory. This was not an easy road for the United States team. Their mettle was tested against the best teams in the world, including No. 1 ranked Germany in the semifinal.

These 23 athletes displayed the best qualities of champions: depth, confidence, selflessness, athleticism, and unconquerable spirit. With a decisive 5-2 victory over Japan, the U.S. Women's National Team showed the world that this is what legacy looks like.

We will forever remember when this team of athletes brought the Nation to its feet, yelling, "I believe, I believe that we will win." And they did.

Mr. President, I congratulate all the players, coaches, and staff of the 2015 U.S. women's national soccer team.

Mr. McCONNELL. Mr. President, I ask unanimous consent that the resolution be agreed to, the preamble be agreed to, and the motions to reconsider be considered made and laid upon the table with no intervening action or debate.

The PRESIDING OFFICER. Without objection, it is so ordered.

The resolution (S. Res. 218) was agreed to.

The preamble was agreed to.

(The resolution, with its preamble, is printed in today's RECORD under "Submitted Resolutions.")

ORDERS FOR THURSDAY, JULY 9, 2015

Mr. McCONNELL. Mr. President, I ask unanimous consent that when the Senate completes its business today, it adjourn until 9:30 a.m. tomorrow, Thursday, July 9; that following the prayer and pledge, the morning hour be deemed expired, the Journal of proceedings be approved to date, and the time for the two leaders be reserved for their use later in the day; finally, that following leader remarks, the Senate resume consideration of S. 1177.

The PRESIDING OFFICER. Without objection, it is so ordered.

PROGRAM

Mr. McCONNELL. Mr. President, Chairman ALEXANDER and Ranking Member MURRAY intend to set up further amendment votes tomorrow before lunch, so Senators should expect a series of votes around 11:30 a.m. tomorrow.

ORDER FOR ADJOURNMENT

Mr. McCONNELL. Mr. President, if there is no further business to come before the Senate, I ask unanimous consent that it stand adjourned under the previous order, following the remarks of Senator BLUMENTHAL.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. McCONNELL. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

Mr. BLUMENTHAL. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

EVERY CHILD ACHIEVES ACT

Mr. BLUMENTHAL. Mr. President, I want to thank all of my colleagues for their hard work that has brought us to this point on the bipartisan Every Child Achieves Act. My friend and colleague from Tennessee, Chairman ALEXANDER, and my great colleague, Ranking Member MURRAY, of the HELP Committee have worked tirelessly to bring this bill to the floor. I salute them for finding many points of agreement that unite us in a very bipartisan way in forming our approach to high-stakes testing—an issue that has bedeviled this body and our Nation for many years—and requiring increased data collection and reporting, expanding access to early childhood education, increases in authorization of funding, and finally, after 13 years, reauthorizing the Elementary and Secondary Education Act.

This bill is by no means perfect. Few measures approved by the Congress are. We work to come as close to perfection as possible. But, as the saying goes, we cannot let the perfect be the enemy of the good. This bill is a good bill. I personally would like to see some of the accountability provisions of the bill strengthened, ensuring that schools have real incentives to make reform.

I have some very serious qualms about a proposal that would change the formula for allocating title I funding in a way that would take funding away from certain districts in Connecticut and other States that serve low-income children.

I am hoping that three of the amendments I have written will make this legislation stronger.

First, I am pleased to say that an amendment that I had led to make sure schools and districts understand their responsibility under title IX was adopted in the underlying bill. I thank Chairman ALEXANDER and Ranking Member MURRAY for their commitment on this important title IX provision that makes the bill better and guarantees that title IX will be enforced.

A lot of people think title IX affects only athletic programs. In fact, it actually covers all forms of gender-based

discrimination in schools, including sexual harassment and assault, bullying, the needs of pregnant and parenting students, female participation in the STEM field, and a lot more. All kinds of discrimination are covered by title IX.

This landmark measure in our Federal law requires every school to designate an employee to serve as a title IX coordinator, helping students and staff to understand their rights and their obligations. Unfortunately, a lot of schools currently fail to designate such a coordinator.

In Connecticut, my friend Bill Howe has provided vitally important statewide title IX compliance training for years, but I know he often found it very difficult to secure funding for his efforts and was sometimes forced to dip into his own pocket to keep these programs going. Bill Howe is a hero in Connecticut for maintaining and sustaining a title IX training program.

My amendment will give States the resources they need to ensure their schools are protecting and promoting gender equity. No longer will Bill Howe be forced to make that funding out of his own pocket—Connecticut will have it as well.

I am proud to join with Senator AYOTTE in championing an amendment that will provide critical training and resources to help educators recognize and respond to the earliest signs of mental illness. This provision is really key because school personnel frequently see young people in many different situations, and therefore they are among the best positioned to see young people who are at risk of serious mental illness and identify those risk signs and provide mental health services at critical times before those illnesses become more serious.

We know from our tragic and horrific experience—we in Connecticut know better than most—that violence and emergency situations can happen anywhere, including at the youngest ages in elementary and secondary schools. Resources must be made available for people to help deescalate crisis situations. These funds will help diffuse those crises before they occur or while they occur by providing critical mental health services.

Training programs are important for teaching school professionals how to safely deescalate a crisis, recognize the signs and symptoms of mental illness, and refer people to appropriate mental health service providers at the early stages of mental illness, reducing the number of crisis situations.

Some of the programs already in place provide models of what kind of training will be funded. They have proven immensely successful. They are profoundly important, and they can serve as models for other schools. Some of those models are in Connecticut—training and education in helping to diffuse and resolve crises and provide for treating mental illness.

Third, I am perhaps most proud to offer the Jesse Lewis Empowering Edu-

cators Act. I am proud to offer the Jesse Lewis Empowering Educators Act because I think it reflects an advance in education that truly embodies the spirit and legacy of Jesse Lewis himself—a brave young boy who had emotional intelligence way beyond his years and who was a victim of the unspeakable, unimaginable, horrific tragedy that occurred in Newtown. I thank my colleagues, Senators MURPHY and CANTWELL, for cosponsoring it.

Jesse was one of the children who lost their lives in the Sandy Hook tragedy. In those painful, aching days after Sandy Hook, I sat in the living room of Scarlet Lewis, Jesse's mom, and I saw firsthand through Jesse's own words and photos the awe-inspiring courage and caring of this boy—his empathy and resilience and the compassion he demonstrated repeatedly throughout his all-too-brief life.

This amendment is directly shaped by the Sandy Hook Advisory Commission's final report, which highlights the importance of integrating social and emotional learning concepts into our schools. The commission noted that social-emotional learning is an integral part of education because students must learn coping skills, such as how to identify and name feelings and emotions such as frustration, anger, sadness, and how to use their problem-solving skills to manage those difficult emotional and potentially conflictual situations.

Resolving conflict means understanding the reasons for it. Social intelligence is the means to do it, and training teachers in how to teach it is one of the great missions we need to make sure our schools serve.

As much as the commission's work, this amendment really is formed by Scarlet Lewis and Jesse. His example of emotional and social learning, of intelligence in that sense, provides an example of what we should seek to emulate in our schools—demonstrating caring and concern for others, maintaining positive relationships, and making responsible decisions and resolving conflicts effectively. All of these are teachable and learnable skills. In fact, they are essential to learn for participating and contributing to society. The only question is, Where are young people going to learn them? If they do not learn them at home, they need to be taught in our schools.

If students are surrounded by educators who understand these concepts and who have the right tools and training to teach them, these students can learn to demonstrate what intelligence and emotional intelligence means in practical, everyday terms—how it can make people happier and make the people around those young people happier. Demonstrating the kinds of emotional gifts and intelligence that Jesse had innately is itself a gift that can be taught, and we have an obligation to teach it.

Social and emotional learning is a strategy that is strongly grounded in

academic research. Numerous studies and reports, including the great work being done at the Yale Center for Emotional Intelligence, have found that students who exhibit these skills not only perform better academically but are less likely to engage in problematic behavior, such as alcohol and drug use, violence, truancy, and bullying. It makes perfect common sense. Students who have that emotional intelligence better adjust and avoid the pitfalls of substance abuse, violence, bullying, and conflict with fellow students.

We have an obligation to adopt social-emotional learning as part of the curricula of our schools and to make sure teachers are trained in how to impart and inculcate those great talents and gifts that are so important to the happiness of the young people who come through their classrooms, and I am hopeful this amendment will become part of this bill.

My amendments recognize that education is not only about reading, writing, and arithmetic, but learning requires an environment and a culture that cares for each student and prepares each person as an individual and as a healthy, involved member of a larger community. I think that will be a legacy we can leave through this bill, and I hope we will.

I thank the Presiding Officer, and I yield the floor.

ADJOURNMENT UNTIL 9:30 A.M.
TOMORROW

THE PRESIDING OFFICER. The Senate stands adjourned until 9:30 a.m. tomorrow morning.

Thereupon, the Senate, at 7:18 p.m., adjourned until Thursday, July 9, 2015, at 9:30 a.m.

NOMINATIONS

Executive nominations received by the Senate:

SAINT LAWRENCE SEAWAY DEVELOPMENT CORPORATION

ANTHONY G. COLLINS, OF NEW YORK, TO BE A MEMBER OF THE ADVISORY BOARD OF THE SAINT LAWRENCE SEAWAY DEVELOPMENT CORPORATION, VICE WILLIAM L. WILSON.

DEPARTMENT OF DEFENSE

BRAD R. CARSON, OF OKLAHOMA, TO BE UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS, VICE JESSICA GARFOLA WRIGHT, RESIGNED.

DEPARTMENT OF STATE

MARI CARMEN APONTE, OF THE DISTRICT OF COLUMBIA, TO BE PERMANENT REPRESENTATIVE OF THE UNITED STATES OF AMERICA TO THE ORGANIZATION OF AMERICAN STATES, WITH THE RANK OF AMBASSADOR.

PETER WILLIAM BODDE, OF MARYLAND, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF MINISTER-COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO LIBYA.

CATHERINE EBERT-GRAY, OF VIRGINIA, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF MINISTER-COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE INDEPENDENT STATE OF PAPUA NEW GUINEA, AND TO SERVE CONCURRENTLY AND WITHOUT ADDITIONAL COMPENSATION AS AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE SOLOMON ISLANDS AND AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE REPUBLIC OF VANUATU.

DENNIS B. HANKINS, OF MINNESOTA, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF MINISTER-COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE REPUBLIC OF GUINEA.