

more sustainable. Any long-term reauthorization must include important bipartisan reforms. While short-term extensions are not ideal, short-term extensions afford Congress needed time to address numerous concerns.

Mr. ENZI. Mr. President, I want to thank my colleague and his committee for their efforts to address these concerns. I am hopeful reform is just around the corner, and I encourage my colleagues to continue to support reform of the National Flood Insurance Program.

3D PRINTED GUN SAFETY ACT AND THE UNTRACEABLE FIRE- ARMS ACT

Mrs. FEINSTEIN. Mr. President, I rise today in strong support of the 3D Gun Safety Act and the Untraceable Firearms Act. I applaud my colleagues, Senators NELSON, BLUMENTHAL, and MARKEY, for their work on these bills.

Days ago, the Centers for Disease Control and Prevention announced a 31-percent increase in homicides involving guns between 2014 and 2016.

In 2016 alone, there were 14,415 gun homicides in America.

I have asked over and over, what is it going to take? When are we, as a nation, going to act and do something to save lives that are needlessly lost year after year?

Yet, instead of working to enact commonsense, gun safety measures to keep families, schools, and children safe, the Trump administration took a reckless and dangerous step that puts all of us in danger.

The Trump administration has now allowed a private company to publish step-by-step instructions on how to manufacture assault weapons and other guns using a 3D printer.

These instructions are going to be available on the internet, for anyone to use and follow, starting tomorrow. Think about that.

The Trump administration is giving away free instructions on how to manufacture weapons of war to anyone with a 3D printer, which can be bought online for less than \$1,000.

These people could be dangerous criminals, terrorists, children, or those who suffer from mental illness.

I think this is absolutely unconscionable.

We should be working on ways to stop gun violence and keep our communities safe, not expand the proliferation of these dangerous weapons.

Several of us have written to the Justice Department and the State Department asking them to reverse this decision.

We have also introduced legislation today. The 3D Gun Safety Act, introduced by Senator NELSON, would prevent anyone from intentionally publishing 3D gun designs.

In addition, multiple state attorneys general have now sued the Trump administration and the purveyor of the 3D gun designs to prevent the dissemina-

tion of the 3D gun design instructions.

I am also pleased to support Senator BLUMENTHAL's bill, the Untraceable Firearms Act, which closes legal loopholes that allow individuals to build their own untraceable firearms using "gun-making kits."

Guns made from these kits are known as ghost guns because the guns do not have serial numbers or any other traceable features.

In other words, ghost guns—like 3D guns—are dangerous because any person, even those prohibited under Federal law from possessing guns, can just make a gun at home.

This is already happening.

For example, last November, a 44-year-old man named Kevin Janson Neal killed five people and injured eight others with a ghost gun in Tehama County, CA.

Neal made the ghost gun at home because he himself could not legally purchase a gun after being ordered to relinquish all guns under court order months before.

Tragically, with his ghost gun in hand, Neal shot his wife, his neighbors, and then went to a nearby elementary school.

He crashed through the elementary school gates with a truck, got out, and started firing in the center of the school's quad and at nearby windows and walls.

Neal fired approximately 100 rounds at the school, injuring seven children.

He did all of this with his homemade AR-15 military-style rifle.

We must act in the face of the real threat of untraceable ghost guns and 3D-printed firearms.

Our communities are at risk, and as lawmakers it is our solemn duty to act and protect our communities. So I urge my colleagues to join me in supporting these bills.

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

Mr. ALEXANDER. Mr. President, on Monday of last week, the Senate passed H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act, with a Senate amendment. On Wednesday, the House of Representatives followed suit. This measure reauthorizes the Carl D. Perkins Career and Technical Education Act, which was last reauthorized in 2006.

President Trump signed this important bill into law today at a ceremony at the White House that I was fortunate enough to have been invited to attend.

The bill modernizes our career and technical education programs in our Nation's high schools, and community colleges, technical colleges, and other institutions of higher education to provide the skills needed to support State and local employer's workforce needs. The bill is also designed to align with other Federal education and workforce laws.

While we are currently experiencing the best economy in 18 years, there are still 6.6 million unfilled jobs, many of these jobs offer high wages, but require workers to have specific or a high-level set of skills. In order to have a productive workforce and sustain a strong economy, we need to ensure today's workers and future workers have an opportunity to learn these needed skills.

Our bill is an important step in helping States and local communities do that.

First, as States are designing their State career and technical education—CTE—plans, they will need to consult with a variety of education and workforce stakeholders. This means, for the first time, employers and business leaders will work with the State on designing education programs that focus on preparing students for in-demand and emerging jobs.

Second, local school districts are required to conduct an evaluation of their current programs and how those programs align with in-demand industry sectors or occupations. In order to accomplish this, school districts will work with local community and business leaders to determine what those sectors and occupations are, if they are not fully aware of them already. The bill also makes a significant change to the way funds flow to States. Current law sends funds to States based on the population in the State but dictates States cannot receive less than what they received in 1998. Our bill updates this formula as populations have dramatically shifted with some States seeing significant growth over the past 20 years.

Another area that was improved was better aligning with other workforce initiatives. This bill would align CTE program plans with State Workforce Innovation and Opportunity Act plans so that States that want to submit a combined plan may do so. The Workforce Innovation and Opportunity Act is a Federal workforce development law that provides training to adults already in or seeking employment.

In their CTE plans, States must determine levels of performance for several indicators of performance, which are outlined in the bill. The indicators at the secondary level include graduation rate, achievement of academic standards as defined in the Every Student Succeeds Act, ensuring academic rigor in programs, and accounting for students who enter postsecondary education, the military, national service, or are employed, to name a few. There are additional and similar indicators for postsecondary education.

The State determined levels of performance for these indicators must be expressed as a percentage of students and demonstrate that the State is striving to improve year after year. States must determine the level for each indicator for the group of all CTE concentrators, which are the group of students at the secondary level taking

at least two courses in a single program or program of study, or at the postsecondary level, students taking at least 12 credits in a single program or program of study, and for each subgroup defined in the Every Student Succeeds Act and for each special population defined in this bill.

However, States are only held accountable for the group of all CTE concentrators. One of the important changes in the law is that the Secretary will no longer negotiate the levels of performance with the States. Going forward, States will determine their levels and submit them to the Secretary, who will approve them if they meet the conditions highlighted earlier. This is a point worth saying again: The bill heading to the President's desk eliminates any involvement by the Secretary in determining levels of performance with the States.

However, a State is required to meet certain conditions in order to have their plan approved by the Secretary. Specifically, the Secretary must ensure that plan includes levels of performance and that those levels of performance have been made public for comment. In the submitted plan, the State must include the comments along with their response to those comments. Further, the State must develop their plan in consultation with various stakeholders and provide descriptions of their goals and programs, how those meet employment and workforce needs, and what they will do to close and eliminate performance gaps in areas where gaps exist for subgroups and special populations.

If a State has met the requirements in developing their plan, then the Secretary must approve the plan and may not alter or change the elements of that plan.

The bill allows but does not require a State to revise the levels of performance after 2 years. If a State elects to revise their levels, the new level must not be below the average of the actual performance of the previous 2 years. States may revise their levels downward when taking advantage of this option, so long as it meets the requirements of the law. Further, there has been some concerns raised that a State would be required to go through an entire State plan process in order to make revisions. The language in the bill is clear that a State making revisions to their levels of performance need only seek public comment on those targets and does not need to go through the more extensive consultation process or an additional public comment period. When submitting the revised levels to the Secretary, they must include the public comments and the State response.

Heading into this reauthorization, a major concern of current law was that there was too much burden on local schools that deterred many from pursuing Federal funds. They cited the burdensome local plan, the multitude of requirements and reporting burden.

This bill addresses all of those items and reduces burden for local governments.

First, this reauthorization focuses reporting and accountability on just CTE concentrators, reducing the number of students States must collect data on to only those truly enrolled in a CTE program. Second, the number of requirements of what must be included in the local application is reduced from 12 to 9. Third, the required use of funds at the local level drops from nine to six.

One last item that I would like to address about the bill is its accountability provisions. The bill maintains the current law structure of accountability which requires that, if a State does not meet 90 percent of their State-determined level of performance for any of the indicators, then the State must submit an improvement plan indicating how it plans to improve.

If a State has not achieved 90 percent of their level of performance after 2 years following the implementation of their improvement plan, the Secretary is granted the discretion to withhold funds from that State.

There are a number of education and business groups supporting this bill, which include National Governor's Association, National School Boards Association, Rebuilding America's Middle Class, U.S. Chamber of Commerce, National Association of Manufacturers, Jobs for the Future, Plumbing-Heating-Cooling Contractors Association, Heating, Ventilation, Air Conditioning, and Refrigeration Coalition, Education Trust, Boeing, and IBM.

Chairwoman FOXX and Ranking Member SCOTT, along with Representative THOMPSON and Representative KRISHNAMOORTHY, deserve a good deal of thanks for their work in the House on passing the Perkins CTE Act.

I also want to thank Senator ENZI and Senator CASEY for their work in the Senate on this bill. They have worked hard to reach a bipartisan result and should receive the recognition they deserve for it.

I would also like to thank Ivanka Trump for her leadership in helping create an environment where we could get a result. Her interest in helping train the next generation of our country's workers and making the reauthorization of this bill one of her priorities helped keep Congress focused on passing this bill. I was pleased that she attended our committee markup of the bill and thank her for her hard work.

I also want to thank the ranking member of the committee, Senator MURRAY. This bill is another in a long list of accomplishments this committee has achieved.

Finally, I would like to thank the following staff: from the Congressional Research Service, Boris Granovskiy, Becky Skinner, and Adam Stoll; from the Office of Legislative Counsel, Kristin Romero, Margaret Bomba, and Amy Gaynor; from Senator CASEY's office, Julia Sferlazzo and Rachel McKinnon; from Senator ENZI's office, Tara Shaw,

Garnett Decosimo, and Steve Townsend; from Senator MURRAY's office, Evan Schatz, Kara Marchione, Amanda Beaumont, and Katherine McClelland; and my staff, David Cleary, Bob Moran, Jake Baker, Richard Pettey, Bobby McMillin, and Lindsey Seidman.

I am pleased that President Trump signed this bill into law today to help States and local communities meet the needs of the current and future workforce.

Mrs. MURRAY. Mr. President, although President Trump has spent the majority of his Presidency undermining workers and their economic security, today President Trump is taking a small step in the right direction by signing the Strengthening Career and Technical Education for the 21st Century Act into law.

This doesn't undo President Trump's actions to roll back health and safety protections for workers or his efforts to make it easier for corporations to take advantage of their workers or his continued attempts to gut workforce training programs, including WIOA and our registered apprenticeships, but this bill makes clear that, when Republicans and Democrats work together and put the needs of students, workers, businesses, and educators at the forefront, even President Trump would not stand in the way.

Now, I want to talk about what went into passing this law, what is included in it, and why that is so important. As we were working to reauthorize the Perkins Career and Technical Education Act, we heard from employers, workers, students, educators, advocates, and our own colleagues on the need to update this law.

While I agreed reauthorizing Perkins was critical to giving workers and students the tools and skills they need to get better jobs and higher wages, we could not pass a law for the sake of passing a law; we needed to ensure this law improved the current Perkins program and was able to adapt to a changing 21st century economy.

That meant putting aside partisanship and working together, across party lines, with the goal of improving career and technical education programs for the communities we represent.

I am pleased we were able to move away from attempts to voucherize this program, an idea that was widely rejected by the CTE community because it would mean programs teaching career and technical education would receive less funding, and though the theory of privatization has been championed by some in this administration, including Secretary DeVos, it has never worked in practice.

We also rejected attempts to change Perkins funding to competitive grants, which would make it significantly harder for communities to apply for and receive funding.

Instead we worked together and focused on what businesses, educators, and students were asking for.

The details here are so important, and I want to make it very clear where we landed in this agreement.

To better improve career and technical education for students, workers, local businesses, and communities, this bill will require States, schools, and training programs to update education and job training programs to meet the needs of the local economy, ensuring students are being provided with the skills they need to find high-skill, high-wage, or in-demand jobs where they live.

Because the economy is constantly changing, and new equipment, technology, and curriculum are needed to help students and workers keep up with technological advancements, this bill would authorize a new innovation grant program to allow States to explore new and creative ways to improve career and technical education that use evidence-based measurements to ensure students are still receiving high quality education and training.

Updating career and technical education programs and promoting innovation is important, but we cannot lose sight of our top priority: improving the quality of the career and technical education students are receiving.

For that reason, this bill appropriately balances State and local flexibility with protections and guardrails to ensure our students are receiving the best possible education and training.

I want to dig a little deeper into these protections today because it is so important we get this right.

First, on the role of the Secretary of Education, I want to be very clear: This bill does not prohibit the Secretary's authority to oversee this law in any new way.

The Strengthening Career and Technical Education for the 21st Century Act gives States the ability to determine what education and training is most needed in their communities and what accountability levels those programs have to meet.

At the same time, it ensures the Secretary has the ability and the authority to implement and enforce the law as we intended.

This bill allows the Secretary to issue rules to implement the law, including notifying Congress before a rule is issued and allowing Congress to provide input on those proposed rules.

Second, this bill includes a number of measures to support States and ensure their top priority is student success.

Because regions of the country have different needs and economies, this bill will allow States to set their own levels of performance, but each State must meet minimum requirements when they set those levels of performance, including ensuring our most vulnerable students are making meaningful progress and performance gaps in the States are closing.

Under current law, we have data on performance gaps and disparities, but no one is required to do anything about

those gaps. So for the first time, in this law, States and local recipients will not only have to report data on performance gaps and disparities, they will have to describe how they will address those disparities and gaps.

We also improved the quality of data in this bill. Right now, there are not many common definitions in the Perkins law, so it is hard for local businesses and communities to know which career and technical education programs are high quality and which programs need more resources to improve. This law establishes more common definitions so that the data collected going forward will be more meaningful and comparable among localities and States and will provide more actionable data to help local communities improve these programs.

As I mentioned before, this bill gives States and local CTE providers flexibility to design their own improvement programs for States or locals failing to meet 90 percent of the goals they set for themselves, but it also includes basic requirements to ensure low-performing programs improve in the specific areas they are underperforming, something all parents, educators, and community members want for the programs that serve their children—because, if programs don't have to improve and help the students and workers who need it most, there is no way our communities will be ready for the economic challenges the 21st century holds for us all.

Our bottom line should always be that we support students to succeed. If we aren't, then we have a responsibility to do better. This new law maintains the authority of the Secretary to hold States' feet to the fire to do just that.

Finally, I want to thank my negotiating partners in this legislation, Chairman ALEXANDER, Senator CASEY, and Senator ENZI, for working with me on a bipartisan bill that makes important, needed updates to career and technical education, while maintaining guardrails to ensure States and programs receiving Federal money are focused on providing students and workers with the skills they need and providing businesses with workers they need to compete in the 21st century economy.

I also want to take a moment to recognize the hard work and long hours our staff put in to make this a bill we were all proud to support.

I want to thank David Cleary, Bob Moran, Jake Baker, and Richard Petty from Senator ALEXANDER's office, Garnett Decosimo from Senator ENZI's office, and Julia Sferlazzo from Senator CASEY's office.

I want to thank members of my own staff, including my staff director Evan Schatz, my deputy staff director John Righter, and my education policy director Kara Marchione.

I also want to thank Amanda Beaumont, Katherine McClelland, Katharine Parham, Manuel Contreras, and

Mairead Lynn for their hard work and support.

This law shows that, if we keep students, workers, and businesses at the forefront, we can work together and build an economy that works for all.

Thank you.

FOREIGN INVESTMENT RISK REVIEW MODERNIZATION ACT

Mr. VAN HOLLEN. Mr. President, I wish to enter into a colloquy with Senators CRAPO and BROWN.

The integrity of our elections is a vital national security interest. It is imperative that our elections infrastructure—the technology and services needed to conduct our elections—remains free from foreign influence.

We know that our elections are under foreign threat from cyber attacks and disinformation efforts through social media. Our democratic process can also be manipulated through foreign investments in elections infrastructure. In fact, just this month, the Federal Bureau of Investigation notified Maryland officials that Russian oligarch Vladimir Potanin maintained a substantial investment in a firm used by the Maryland State Board of Elections to register voters and deliver online ballots.

This June, the Senate voted overwhelmingly in favor of the Foreign Investment Risk Review Modernization Act, legislation to enhance our national security by strengthening the review process of the Committee on Foreign Investment in the United States, CFIUS. Specifically, the new law would allow CFIUS to review transactions beyond just those that could result in foreign control of a U.S. business, to include “other investments” by a foreign person in a U.S. business involved in U.S. critical infrastructure. Critical infrastructure, as defined by the Department of Homeland Security, DHS, includes election infrastructure, such as voter registration databases and associated systems, systems used to manage elections, voting systems, storage facilities for election and voting systems, and polling places, to include early voting locations.

I ask Senator CRAPO, do you agree that critical infrastructure, as defined by DHS, includes certain elections infrastructure?

Mr. CRAPO. Yes.

Mr. VAN HOLLEN. I ask Senator BROWN, do you agree that, once this bill is enacted into law, existing CFIUS authority is broadened to review certain “other investments” involving elections infrastructure by a foreign person?

Mr. BROWN. Yes.

ANIMAL DRUG USER FEE AMENDMENTS OF 2018

Mr. ALEXANDER. Mr. President, I ask unanimous consent to have printed in the RECORD the commitment letter