

filing an application for issuance of an immigrant visa under section 204 of such Act (8 U.S.C. 1154) or for adjustment of status to lawful permanent resident.

(b) **ADJUSTMENT OF STATUS.**—If Esidronio Arreola-Saucedo, Maria Elena Cobian Arreola, Nayely Arreola Carlos, and Cindy Jael Arreola enter the United States before the filing deadline specified in subsection (c), Esidronio Arreola-Saucedo, Maria Elena Cobian Arreola, Nayely Arreola Carlos, and Cindy Jael Arreola shall be considered to have entered and remained lawfully in the United States and shall be eligible for adjustment of status under section 245 of the Immigration and Nationality Act (8 U.S.C. 1255) as of the date of the enactment of this Act.

(c) **APPLICATION AND PAYMENT OF FEES.**—Subsections (a) and (b) shall apply only if the applications for issuance of immigrant visas or the applications for adjustment of status are filed with appropriate fees not later than two years after the date of the enactment of this Act.

(d) **REDUCTION OF IMMIGRANT VISA NUMBERS.**—Upon the granting of immigrant visas or permanent residence to Esidronio Arreola-Saucedo, Maria Elena Cobian Arreola, Nayely Arreola Carlos, and Cindy Jael Arreola, the Secretary of State shall instruct the proper officer to reduce by four, during the current or next following fiscal year—

(1) the total number of immigrant visas that are made available to natives of the country of birth of Esidronio Arreola-Saucedo, Maria Elena Cobian Arreola, Nayely Arreola Carlos, and Cindy Jael Arreola under section 203(a) of the Immigration and Nationality Act (8 U.S.C. 1153(a)); or

(2) if applicable, the total number of immigrant visas that are made available to natives of the country of birth of Esidronio Arreola-Saucedo, Maria Elena Cobian Arreola, Nayely Arreola Carlos, and Cindy Jael Arreola under section 202(e) of such Act (8 U.S.C. 1152(e)).

(e) **PAYGO.**—The budgetary effects of this Act, for the purpose of complying with the Statutory Pay-As-You-Go Act of 2010, shall be determined by reference to the latest statement titled “Budgetary Effects of PAYGO Legislation” for this Act, submitted for printing in the Congressional Record by the Chairman of the Senate Budget Committee, provided that such statement has been submitted prior to the vote on passage.

By Mr. DURBIN (for himself, Mr. GRASSLEY, Ms. KLOBUCHAR, and Mr. BLUMENTHAL):

S. 822. A bill to permit the televising of Supreme Court proceedings; to the Committee on the Judiciary.

Mr. DURBIN. Mr. President, I ask unanimous consent that the text of the bill be printed in the RECORD.

There being no objection, the text of the bill was ordered to be printed in the RECORD, as follows:

S. 822

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. SHORT TITLE.

This Act may be cited as the “Cameras in the Courtroom Act”.

#### SEC. 2. AMENDMENT TO TITLE 28.

(a) **IN GENERAL.**—Chapter 45 of title 28, United States Code, is amended by inserting at the end the following:

##### “§ 678. Televising Supreme Court proceedings

“The Supreme Court shall permit television coverage of all open sessions of the

Court unless the Court decides, by a vote of the majority of justices, that allowing such coverage in a particular case would constitute a violation of the due process rights of 1 or more of the parties before the Court.”.

(b) **CLERICAL AMENDMENT.**—The chapter analysis for chapter 45 of title 28, United States Code, is amended by inserting at the end the following:

“678. Televising Supreme Court proceedings.”.

By Mr. Kaine (for himself, Mr. PORTMAN, Ms. BALDWIN, Ms. KLOBUCHAR, Mrs. CAPITO, Ms. HASSAN, Ms. STABENOW, Mr. GARDNER, Mr. BROWN, Mrs. GILLIBRAND, and Mr. CARDIN):

S. 839. A bill to extend Federal Pell Grant eligibility of certain short-term programs; to the Committee on Health, Education, Labor, and Pensions.

Mr. Kaine. Mr. President. In today's economy, approximately 80 percent of jobs require some form of postsecondary education or training beyond the high school level. The National Skills Coalition estimates that nearly half of all job openings between now and 2022 will be middle skill jobs that require post high school training, but not a four-year degree. While the number of students pursuing postsecondary education is growing, the supply of skilled workers still falls short of industry demand. According to the Bureau of Labor and Statistics 7.3 million U.S. jobs are currently vacant in part because of a shortage of qualified workers.

Our Federal higher education policy must be modernized to meet the needs of students and employers. Under current law, Pell Grants—needs-based grants for low-income and working students—can only be awarded to students attending programs that are over 600 clock hours or at least 15 weeks in length. These grants cannot be used to offset the cost of targeted, short-term training programs offered at community and technical colleges that help students obtain employer-recognized credentials. When it comes to higher education, Federal policies need to support the demands of the changing labor market by increasing access to career pathways that align with industry demand. According to the Georgetown University Center on Education and the Workforce, shorter-term educational investments pay off—the average postsecondary certificate holder has 30 percent higher lifetime earnings than individuals with only a high school diploma.

Today, I am pleased to introduce with my colleague, Senator PORTMAN, the Jumpstart Our Businesses by Supporting Students or JOBS Act. The JOBS Act would close the skills gap by extending Pell Grant eligibility to high-quality, short-term job training programs offered at community colleges and other public institutions, so workers can afford the instruction they need to be successful in today's job market. Under the legislation, Pell-eli-

gible job training programs are defined as those providing at least 150 clock hours of instruction time over a minimum of 8 weeks. Eligible job training programs must also provide students with licenses, certifications, or credentials that meet the hiring requirements of multiple employers in the field for which the job training is offered.

The JOBS Act also ensures that students enrolling in Pell-eligible short-term programs are earning high-quality postsecondary credentials by requiring that the credentials meet the standards of the Workforce Innovation and Opportunity Act, are recognized by industry or sector partnerships, and align with the skill needs of industries in States or local economies. Job training programs under this Act must also be evaluated by an accreditor and the State workforce board for quality and outcomes. The Virginia Community College System has identified approximately 50 programs that would benefit from the JOBS Act including in the fields of manufacturing, architecture/construction, energy, health care, information technology, transportation, and business management and administration.

The JOBS Act is a commonsense, bipartisan bill that would help workers and employers succeed in today's economy. As Congress works to reauthorize the Higher Education Act, I am hopeful that my colleagues will join me in advocating for Pell Grants to be made available to individuals enrolling in high-quality, short-term training programs that lead to industry-recognized credentials and good paying jobs.

#### SUBMITTED RESOLUTIONS

##### SENATE RESOLUTION 109—EXPRESSING THE SENSE OF THE SENATE ON THE MARCH 31, 2019, PRESIDENTIAL ELECTION IN UKRAINE

Mr. MERKLEY (for himself and Mr. DURBIN) submitted the following resolution; which was referred to the Committee on Foreign Relations:

S. RES. 109

Whereas the Senate agrees with Senate Resolution 78, 115th Congress, introduced by Senators Menendez and Graham, which expressed the sense of the Senate recognizing 3 years of Russian military aggression in Ukraine;

Whereas the Senate concurs with Senate Resolution 27, 116th Congress, introduced by Senators Johnson and Durbin, which calls for a prompt multinational freedom of navigation operation in the Black Sea and urges the cancellation of the Nord Stream 2 pipeline;

Whereas the Senate endorses H.R. 596, 116th Congress, introduced by Representatives Connolly and Chabot, which affirms that it is the policy of the United States not to recognize the *de jure* or *de facto* sovereignty of the Russian Federation over Crimea, its airspace, or its territorial waters;

Whereas the Senate reaffirms the importance of the Ukraine Freedom Support Act of 2014 (Public Law 113-272; 128 Stat. 2952),

which authorized increased security and economic assistance for Ukraine;

Whereas the Senate welcomes resolutions of Congress, such as House Resolution 202, 115th Congress, sponsored by Representative Delaney, which reaffirmed the commitment of the United States to the North Atlantic Treaty Organization;

Whereas the Senate notes the upcoming March 31, 2019, presidential election in Ukraine and the importance of a free and fair election to sustaining the principles and dreams of the 2014 Maidan Revolution;

Whereas the Senate expresses concern that the Government of the Russian Federation will continue to interfere in the election process and voting in the March 31, 2019, presidential election in Ukraine; and

Whereas the Senate agrees with former United States Ambassador to the Russian Federation Michael McPaul that “Russian President Vladimir Putin is waging a global ideological war against Western liberal, democratic values. It has been underway for many years, and it extends from his own immediate neighborhood to Western Europe and, of course, the United States, where he intervened in the U.S. presidential election in 2016. The front line of this ideological war between Putinism and democracy, however, remains Ukraine.”; Now, therefore, be it

*Resolved*, That it is the sense of the Senate that—

(1) the United States Government does not prefer any particular candidate in the March 31, 2019, presidential election in Ukraine and seeks only a transparent and democratic election that reflects the will of the people of Ukraine;

(2) the United States Government will continue to support democracy and good governance in Ukraine, including anti-corruption initiatives, an independent media, and efforts to strengthen the rule of law, to support the ideals of the revolution of dignity of Ukraine;

(3) the United States should continue to work with allies to provide additional capacity building and technical support in order to deter Russian efforts to disrupt voting or undermine the legitimacy of the results of the presidential election in Ukraine; and

(4) not later than 90 days after the date on which this resolution is agreed to, the President should provide a briefing to Congress—

(A) assessing the scope and scale of Russian interference in the presidential campaign in Ukraine and vote tabulation on election day; and

(B) assessing the future course of United States-Ukrainian relations under whichever candidate is declared the winner of the presidential election.

#### SENATE RESOLUTION 110—KEEPING GUNS OUT OF CLASSROOMS

Mr. MURPHY (for himself, Mr. BLUMENTHAL, and Mrs. MURRAY) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 110

Whereas Congress has consistently made clear that it is unlawful for Federal funds to be used for training or arming school personnel with firearms;

Whereas Congress passed the STOP School Violence Act of 2018 (title V of division S of Public Law 115-141) in response to the shooting in Parkland, Florida, and amended part AA of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (34 U.S.C. 10551 et seq.) to specify that “No amounts provided as a grant [for school security under

such part] may be used for the provision to any person of a firearm or training in the use of a firearm.”;

Whereas section 4102 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7113), as added by section 4101 of the Every Student Succeeds Act (Public Law 114-95; 129 Stat. 1970), defines drug and violence prevention in schools as including the “creation . . . of a school environment that is free of weapons”;

Whereas existing research demonstrates that training or arming school personnel with firearms will not make schools safer;

Whereas an analysis by the Federal Bureau of Investigation of active shooters between 2000 and 2013 found that trained law enforcement suffered casualties in 21 of the 45 incidents in which officers engaged the shooter to end the threat;

Whereas a survey of gun violence on school campuses showed that out of 225 incidents of gun violence between 1999 and 2018, trained armed personnel or school resource officers failed to disarm an active shooter 223 times;

Whereas proposed and existing programs to train or arm school personnel with firearms require significantly less training than law enforcement officers receive;

Whereas research demonstrates that increased gun access and possession are not associated with protection from violence and a greater prevalence of guns increases the likelihood of gun violence;

Whereas a greater prevalence of guns in schools creates undue risk of students gaining unauthorized access to firearms and the potential for unintentional shootings and school staff using guns in situations that do not warrant lethal force;

Whereas students of color, students with disabilities, and other vulnerable groups would experience a disparate impact of programs that arm school personnel as those students are disproportionately disciplined and arrested;

Whereas heightened policing within public school spaces decreases a student’s sense of safety and the associated anticipation of violence leads to increased anxiety, fear, and depression;

Whereas 73 percent of teachers in the United States do not want to carry guns in school and 58 percent say arming personnel would make schools less safe, according to a Gallup poll from March 2018;

Whereas the majority of parents of school-aged children oppose arming school personnel, according to surveys;

Whereas, as of March 2019, there is no evidence supporting the value of arming school personnel;

Whereas the broad consensus among participants in the listening tour for the final report of the Federal Commission on School Safety released in December 2018 was disagreement with programs that would arm school personnel, according to transcripts; and

Whereas, in that final report, the Department of Education endorsed the use of Federal funds to train personnel to use firearms: Now, therefore, be it

*Resolved*, That it is the sense of the Senate that Federal funds shall not be used to train or arm school personnel with firearms.

#### SENATE RESOLUTION 111—RECOGNIZING THE HERITAGE, CULTURE, AND CONTRIBUTIONS OF LATINAS IN THE UNITED STATES

Ms. CORTEZ MASTO (for herself, Mr. MENENDEZ, Mr. BLUMENTHAL, Ms. HARRIS, Ms. WARREN, Mr. MARKEY, Mr.

HEINRICH, Mr. UDALL, Ms. KLOBUCHAR, Ms. SMITH, Mr. BENNET, Ms. ROSEN, Ms. CANTWELL, Mr. SANDERS, Mr. BROWN, Mr. COONS, Mr. REED, Mr. BOOKER, Mrs. FEINSTEIN, Mr. VAN HOLLEN, Mr. MURPHY, Mr. CARDIN, Ms. HIRONO, Ms. DUCKWORTH, Mr. DURBIN, Ms. STABENOW, Mrs. MURRAY, Ms. HASSAN, Mr. WHITEHOUSE, Ms. BALDWIN, Mr. CASEY, Mr. WYDEN, and Mr. Kaine) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 111

Whereas the United States celebrates National Women’s History Month every March to recognize and honor the achievements of women throughout the history of the United States;

Whereas there are nearly 28,000,000 Latinas living in the United States;

Whereas 1 in 6 women in the United States is a Latina;

Whereas Latinas have helped shape the history of the United States since its inception;

Whereas Latinas contribute to the society of the United States through working in many industries, including business, education, science and technology, medicine, engineering, mathematics, literature and the arts, the military, agriculture, hospitality, and public service at every level of government;

Whereas Latinas come from diverse cultures across North America, Central America, South America, and the Caribbean, and Afro-Latinas face disparities in recognition;

Whereas Latinas are dedicated public servants, holding posts at the highest levels of the Federal Government, including the Supreme Court of the United States, Cabinet-level positions, the United States Senate, and the United States House of Representatives;

Whereas Latinas make up an estimated 16 percent of women in the Armed Forces, and the first Latina to become a general in the Marine Corps reached that rank in 2006;

Whereas Latinas are breaking the glass ceiling in the science, technology, engineering, and mathematics fields, with the first Latina to travel into space doing so during a 9-day Space Shuttle Discovery mission in 1993;

Whereas Latinas own nearly 2,000,000 businesses, and 1 in 6 women-owned companies in the United States is owned by a Latina;

Whereas Latina activists have led the fight for civil rights, including labor rights, LGBTQ rights, women’s rights, and racial equality;

Whereas Latinas create award-winning art and are recipients of Emmy, Grammy, Oscar, and Tony awards;

Whereas Latina singers and songwriters, like Selena, also known as the Queen of Tejano music, and Celia Cruz, also known as the Queen of Salsa, have made lasting and significant contributions to music throughout the world;

Whereas Latinas serve in the medical profession, and the first female and first Hispanic Surgeon General of the United States was appointed in 1990;

Whereas Latinas are paid just 53 cents for every dollar paid to White, non-Hispanic men;

Whereas, in the face of societal obstacles, including unequal pay, disparities in education, health care needs, and civil rights struggles, Latinas continue to break through and thrive;

Whereas the United States should continue to invest in the future of Latinas to address the barriers they face; and