

(Mr. DAINES), the Senator from Oregon (Mr. WYDEN), the Senator from Maryland (Mr. CARDIN) and the Senator from Hawaii (Mr. SCHATZ) were added as cosponsors of S. Res. 99, a resolution expressing the sense of the Senate that Congress should take all appropriate measures to ensure that the United States Postal Service remains an independent establishment of the Federal Government and is not subject to privatization.

S. RES. 120

At the request of Mr. CARDIN, the names of the Senator from Montana (Mr. DAINES), the Senator from Kansas (Mr. MORAN) and the Senator from Delaware (Mr. CARPER) were added as cosponsors of S. Res. 120, a resolution opposing efforts to delegitimize the State of Israel and the Global Boycott, Divestment, and Sanctions Movement targeting Israel.

S. RES. 123

At the request of Mr. RISCH, the names of the Senator from New Mexico (Mr. UDALL), the Senator from Delaware (Mr. COONS) and the Senator from Florida (Mr. RUBIO) were added as cosponsors of S. Res. 123, a resolution supporting the North Atlantic Treaty Organization and recognizing its 70 years of accomplishments.

AMENDMENT NO. 205

At the request of Mr. LEAHY, the names of the Senator from Maryland (Mr. CARDIN), the Senator from West Virginia (Mr. MANCHIN), the Senator from Nevada (Ms. CORTEZ MASTO), the Senator from Wisconsin (Ms. BALDWIN), the Senator from New Jersey (Mr. BOOKER), the Senator from Ohio (Mr. BROWN), the Senator from Illinois (Mr. DURBIN), the Senator from New York (Mrs. GILLIBRAND), the Senator from California (Ms. HARRIS), the Senator from Hawaii (Ms. HIRONO), the Senator from Minnesota (Ms. KLOBUCHAR), the Senator from Massachusetts (Mr. MARKEY), the Senator from Washington (Mrs. MURRAY), the Senator from Vermont (Mr. SANDERS), the Senator from New York (Mr. SCHUMER) and the Senator from Maryland (Mr. VAN HOLLEN) were added as cosponsors of amendment No. 205 intended to be proposed to H.R. 268, a bill making supplemental appropriations for the fiscal year ending September 30, 2019, and for other purposes.

AMENDMENT NO. 228

At the request of Mr. SCHUMER, the names of the Senator from Colorado (Mr. BENNET), the Senator from West Virginia (Mr. MANCHIN), the Senator from Nevada (Ms. ROSEN), the Senator from New York (Mrs. GILLIBRAND) and the Senator from New Mexico (Mr. UDALL) were added as cosponsors of amendment No. 228 intended to be proposed to H.R. 268, a bill making supplemental appropriations for the fiscal year ending September 30, 2019, and for other purposes.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. REED (for himself, Mr. DURBIN, Ms. WARREN, and Mr. MURPHY):

S. 968. A bill to provide for institutional risk-sharing in the Federal student loan programs; to the Committee on Health, Education, Labor, and Pensions.

Mr. REED. Mr. President, we all recognize that a postsecondary education is required for most family-sustaining, middle-class jobs, and that an educated workforce is essential to a modern, productive economy. A report by the Georgetown University Center on Education and the Workforce found that college-level intensive business services have replaced manufacturing as the largest sector in the U.S. economy, and that while college-educated workers make up only 32 percent of the workforce, they now produce more than 50 percent of the Nation's economic output, up from 13 percent in 1967. A college degree also pays off, with one recent analysis estimating that the typical college graduate will earn \$900,000 more of their lifetime than the typical high school graduate.

Yet just as there is growing recognition that postsecondary education is indispensable in the modern economy, families are being required to shoulder growing debt burdens that threaten access to college and their financial health. According to an analysis by the Federal Reserve, student loan debt per capita doubled between 2005 and 2014, rising from \$5,000 to \$10,000. This is a growing drag on our economy. As student loan debt has grown, young adults have put off buying homes or cars, starting a family, saving for retirement, or launching new businesses. They have literally mortgaged their economic future.

We know that student loan borrowers are struggling. The Secretary of Education just testified before the Senate Labor, Health and Human Services, and Education Appropriations Subcommittee that 43 percent of the student loans in the nearly \$1.5 trillion Federal student loan portfolio are in default, more than 30 days delinquent, or negatively amortized. The Federal Reserve Bank of New York reports that the balance of defaulted loans now exceeds \$120 billion. More than 8 million borrowers currently have a loan in default.

Default is catastrophic for student loan borrowers. Only in rare instances can the debt be discharged in bankruptcy. The Federal government has the power to withhold tax refunds, garnish wages, and even garnish Social Security benefits to collect defaulted student loans.

We have seen the costs to students and taxpayers when institutions are not held accountable. Corinthian Colleges and ITT are two examples of institutions that failed their students while benefitting from Federal student aid. Their fraudulent business practices

eventually led to their demise, but not before leaving their students and taxpayers on the hook for millions of dollars in student loan debt. More recently, we have seen the closure of Argosy University, South University, and the Art Institutes, all operated by the Dream Center, leave roughly 26,000 students in the lurch.

We cannot wait until an institution is catastrophically failing its students before taking action. Institutions need greater financial incentives to act before default rates rise. Simply put, we cannot tackle the student loan debt crisis without States and institutions stepping up and taking greater responsibility for college costs and student borrowing.

That is why I am pleased to reintroduce the Protect Student Borrowers Act with Senators DURBIN, WARREN, and MURPHY. Our legislation seeks to ensure there is more skin in the game when it comes to student loan debt by setting stronger market incentives for colleges and universities to provide better and more affordable education to students, which should in turn help put the brakes on rising student loan defaults.

The Protect Student Borrowers Act would hold colleges and universities accountable for student loan defaults by requiring them to repay a percentage of defaulted loans. Only institutions that have one-third or more of their students borrow would be included in the bill's risk-sharing requirements based on their cohort default rate. Risk-sharing requirements would kick in when the default rate exceeds 15 percent. As the institution's default rate rises, so too will the institution's risk-share payment.

The Protect Student Borrowers Act also provides incentives for institutions to take proactive steps to ease student loan debt burdens and reduce default rates. Colleges and universities can reduce or eliminate their payments if they implement a comprehensive student loan management plan. The Secretary may waive or reduce the payments for institutions whose mission is to serve low-income and minority students, such as community colleges, Historically Black Institutions, or Hispanic-Serving Institutions—if they are making progress in their student loan management plans.

The risk-sharing payments would be invested in helping struggling borrowers, preventing future default and delinquency, and increasing Pell Grants at institutions that enroll a high percentage of Pell Grant recipients and have low default rates.

With the stakes so high for students and taxpayers, it is only fair that institutions bear some of the risk in the student loan program.

We need to tackle student loan debt and college affordability from multiple angles. All stakeholders in the system must do their part. With the Protect Student Borrowers Act, we are providing the incentives and resources for

institutions to take more responsibility to address college affordability and student loan debt and improve student outcomes. I urge my colleagues to cosponsor this bill and look forward to working with them to include it and other key reforms in the upcoming reauthorization of the Higher Education Act.

By Mr. REED (for himself, Mr. CASEY, and Mr. COONS):

S. 969. A bill to improve quality and accountability for educator preparation programs; to the Committee on Health, Education, Labor, and Pensions.

Mr. REED. Mr. President, we know that the quality of teachers and principals are two of the most important in-school factors related to student achievement. Yet the pipeline into the profession is in disrepair. A report from the American Association of Colleges of Teacher Education showed that the number of education degrees awarded peaked at 200,000 per year in the 1970s and has dwindled to fewer than 100,000 today. This is at a time when all fifty States have reported experiencing statewide teacher shortages in at least one teaching area for the 2016–17 or 2017–18 school year. If we want to improve our schools, it is essential that we invest in the professional preparation of teachers, principals, and other educators. As such, today, I am reintroducing the Educator Preparation Reform Act with my colleagues Senators Casey and Coons to ensure that the Federal government continues to be a partner in addressing this critical national need.

The impact of educator shortages falls the hardest on our most vulnerable students in our highest need communities. Rhode Island is no exception, with Providence, the largest school district, facing an acute shortage of teachers certified to teach English language learners. My home State has also reported shortages in special education, science, math, world languages, and school nurses.

We cannot solve this problem without improving both teacher and principal preparation. We need to make sure that our educator preparation programs are worthy of the professionals entering the field and the students they will serve. The Educator Preparation Reform Act is a key part of the solution.

Our legislation builds on the successful Teacher Quality Partnership Program, which I helped author in the 1998 reauthorization of the Higher Education Act. It continues the partnership between high-need school districts, institutions of higher education, and educator preparation programs to reform pre-service programs based on the unique needs of the partners. Among the key changes are specific attention and emphasis on principals and the addition of a residency program for new principals. Improving instruction is a team effort, with principals at the

helm. This bill better connects teacher preparation with principal preparation. The Educator Preparation Reform Act will also allow partnerships to develop preparation programs for other areas of instructional need, such as for school librarians, counselors, or other academic support professionals.

The bill streamlines the accountability and reporting requirements for teacher preparation programs to provide greater transparency on key quality measures such as admissions standards, requirements for clinical practice, placement of graduates, retention in the field of teaching, and teacher performance, including student-learning outcomes. All programs—whether traditional or alternative routes to certification—will report on the same measures.

Under our legislation, States will be required to identify at-risk and low-performing programs and provide them with technical assistance and a timeline for improvement. States would be encouraged to close programs that do not improve.

Our legislation also makes important improvements to the TEACH Grants. It focuses the grants on the later years of teacher preparation, reducing the potential of the grants being converted to loans if a student decides to change majors. Additionally, it allows prorating the amount of grants converted to loans, giving teachers credit for partially completing the service requirement. Finally, it requires the Department of Education to establish an appeals process for grants wrongly converted to loans and to report to Congress annually on the number of conversions and appeals.

We have been fortunate to work with many stakeholders on this legislation. Organizations that have endorsed the Educator Preparation Reform Act include: the American Association of Colleges for Teacher Education, American Federation of Teachers, Higher Education Consortium for Special Education, Hispanic Association of Colleges and Universities, National Association of Elementary School Principals, National Association of Secondary School Principals, National Association of State Directors of Special Education, National Education Association, Public Advocacy for Kids, and the Teacher Education Division of the Council for Exceptional Children.

I look forward to working to incorporate this legislation into the upcoming reauthorization of the Higher Education Act. I urge my colleagues to join us in this effort and support this legislation.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 133—HONORING THE LIFE AND LEGACY OF ELIZEBETH SMITH FRIEDMAN, CRYPTANALYST

Mr. WYDEN (for himself and Mrs. FISCHER) submitted the following reso-

lution; which was considered and agreed to:

S. RES. 133

Whereas Elizebeth Smith Friedman was born on August 26, 1892, in Huntington, Indiana;

Whereas, at 19 years of age, Friedman began to study Greek and English literature at Wooster College in Ohio and later graduated from Hillsdale College in Michigan after transferring there;

Whereas Friedman stumbled upon her career as a codebreaker by accident after assisting with cipher research at the Riverbank facility of businessman George Fabyan;

Whereas, in the 1920s, government agents recruited Friedman to break codes for the Coast Guard;

Whereas, based on her work, the Coast Guard subsequently asked Friedman to form a group to decrypt intercepts;

Whereas, in the early 1930s, Friedman created and managed the first codebreaking unit ever to be run by a woman;

Whereas, during World War II, Friedman and her team in the Coast Guard, working simultaneously with, but independently of, the well-known British codebreaking group led by Alan Turing, broke the Enigma G machine used by Germany, enabling the decryption of intercepted messages between German operatives in South America and their overseers in Berlin, thus stopping an alliance between Nazi Germany and countries in South America;

Whereas Friedman co-authored several of the Riverbank Publications, which became the “textbook” for training individuals in the United States on encryption and codebreaking from the 1930s to the 1950s;

Whereas J. Edgar Hoover of the Federal Bureau of Investigation took credit for the achievements of Friedman and her team, leaving her work widely unrecognized until after her death;

Whereas, in the 1990s, to honor the contributions of both Friedman and her husband, who was also a codebreaker, the National Security Agency renamed its auditorium as the William F. Friedman and Elizebeth S. Friedman Memorial Auditorium;

Whereas Elizebeth Smith Friedman continues to be a beacon of inspiration for women in the national security community and for women pursuing STEM-related fields;

Whereas the work of individuals such as Elizebeth Smith Friedman distinctly shows how strong encryption technology can change the course of history; and

Whereas Elizebeth Smith Friedman died on October 31, 1980, leaving behind a legacy of remarkable skill and technical ingenuity, woven together to solve the most complex secret messages in the world: Now, therefore, be it

Resolved, That the Senate honors the life and contributions of Elizebeth Smith Friedman, a pioneer in codebreaking.

SENATE CONCURRENT RESOLUTION 11—SETTING FORTH THE CONGRESSIONAL BUDGET FOR THE UNITED STATES GOVERNMENT FOR FISCAL YEAR 2020 AND SETTING FORTH THE APPROPRIATE BUDGETARY LEVELS FOR FISCAL YEARS 2021 THROUGH 2029

Mr. PAUL submitted the following concurrent resolution; which was referred to the Committee on the Budget: