

provide estimates relating to the distribution of aggregate economic growth across specific percentile groups of income.

S. 3148

At the request of Mr. JOHNSON, the name of the Senator from Pennsylvania (Mr. TOOMEY) was added as a cosponsor of S. 3148, a bill to amend the Controlled Substances Act to list fentanyl-related substances as schedule I controlled substances.

S. 3152

At the request of Ms. ROSEN, the name of the Senator from Alabama (Mr. JONES) was added as a cosponsor of S. 3152, a bill to require the Federal Communications Commission to incorporate data on maternal health outcomes into its broadband health maps.

S.J. RES. 13

At the request of Mr. KAINE, the name of the Senator from Illinois (Ms. DUCKWORTH) was added as a cosponsor of S.J. Res. 13, a joint resolution to repeal the authorizations for use of military force against Iraq, and for other purposes.

S.J. RES. 63

At the request of Mr. KAINE, the names of the Senator from New Jersey (Mr. BOOKER), the Senator from Delaware (Mr. CARPER), the Senator from Delaware (Mr. COONS), the Senator from Pennsylvania (Mr. CASEY), the Senator from California (Ms. HARRIS), the Senator from Washington (Mrs. MURRAY), the Senator from Minnesota (Ms. SMITH), the Senator from Rhode Island (Mr. WHITEHOUSE) and the Senator from Massachusetts (Ms. WARREN) were added as cosponsors of S.J. Res. 63, a joint resolution to direct the removal of United States Armed Forces from hostilities against the Islamic Republic of Iran that have not been authorized by Congress.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTION

By Mr. THUNE (for himself and Mr. WYDEN):

S. 3154. A bill to improve the effectiveness of tribal child support enforcement agencies, and for other purposes; to the Committee on Finance.

Mr. THUNE. 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. 3154

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 "Tribal Child Support Enforcement Act".

SEC. 2. IMPROVING THE EFFECTIVENESS OF TRIBAL CHILD SUPPORT ENFORCEMENT AGENCIES.

(a) IMPROVING THE COLLECTION OF PAST-DUE CHILD SUPPORT THROUGH STATE AND TRIBAL PARITY IN THE ALLOWABLE USE OF TAX INFORMATION.—

(1) AMENDMENT TO THE SOCIAL SECURITY ACT.—Section 464 of the Social Security Act

(42 U.S.C. 664) is amended by adding at the end the following:

"(d) APPLICABILITY TO INDIAN TRIBES AND TRIBAL ORGANIZATIONS RECEIVING A GRANT UNDER THIS PART.—This section, except for the requirement to distribute amounts in accordance with section 457, shall apply to an Indian tribe or tribal organization receiving a grant under section 455(f) in the same manner in which this section applies to a State with a plan approved under this part."

(2) AMENDMENTS TO THE INTERNAL REVENUE CODE.—

(A) Section 6103(a)(2) of the Internal Revenue Code of 1986 is amended by striking "any local child support enforcement agency" and inserting "any tribal or local child support enforcement agency".

(B) Section 6103(a)(3) of such Code is amended by inserting ", (8)" after "(6)".

(C) Section 6103(l) of such Code is amended—

(i) in paragraph (6)—

(I) by striking "or local" in subparagraph (A) and inserting "tribal, or local";

(II) by striking "AND LOCAL" in the heading thereof and inserting "TRIBAL, AND LOCAL";

(III) by striking "The following" in subparagraph (B) and inserting "The";

(IV) by striking the colon and all that follows in subparagraph (B) and inserting a period; and

(V) by adding at the end the following:

"(D) STATE, TRIBAL, OR LOCAL CHILD SUPPORT ENFORCEMENT AGENCY.—For purposes of this paragraph, the following shall be treated as a State, tribal, or local child support enforcement agency:

"(i) Any agency of a State or political subdivision thereof operating pursuant to a plan described in section 454 of the Social Security Act which has been approved by the Secretary of Health and Human Services under part D of title IV of such Act.

"(ii) Any child support enforcement agency of an Indian tribe or tribal organization receiving a grant under section 455(f) of the Social Security Act."

(ii) in paragraph (8)—

(I) in subparagraph (A), by striking "or State or local" and inserting "State, tribal, or local";

(II) by adding the following at the end of subparagraph (B): "The information disclosed to any child support enforcement agency under subparagraph (A) with respect to any individual with respect to whom child support obligations are sought to be established or enforced may be disclosed by such agency to any agent of such agency which is under contract with such agency for purposes of, and to the extent necessary in, establishing and collecting child support obligations from, and locating, individuals owing such obligations.";

(III) by striking subparagraph (C) and inserting the following:

"(C) STATE, TRIBAL, OR LOCAL CHILD SUPPORT ENFORCEMENT AGENCY.—For purposes of this paragraph, the term 'State, tribal, or local child support enforcement agency' has the same meaning as when used in paragraph (6)(D)."; and

(IV) by striking "AND LOCAL" in the heading thereof and inserting "TRIBAL, AND LOCAL"; and

(iii) in paragraph (10)(B), by adding at the end the following new clause:

"(iii) The information disclosed to any child support enforcement agency under subparagraph (A) with respect to any individual with respect to whom child support obligations are sought to be established or enforced may be disclosed by such agency to any agent of such agency which is under contract with such agency for purposes of, and to the extent necessary in, establishing and collecting child support obligations from,

and locating, individuals owing such obligations."

(D) Subsection (c) of section 6402 of the Internal Revenue Code of 1986 is amended by adding at the end the following: "For purposes of this subsection, any reference to a State shall include a reference to any Indian tribe or tribal organization receiving a grant under section 455(f) of the Social Security Act."

(b) REIMBURSEMENT FOR REPORTS.—Section 453(g) of the Social Security Act (42 U.S.C. 653(g)) is amended—

(1) in the subsection heading, by striking "STATE"; and

(2) by striking "and State" and inserting ", State, and tribal".

(c) TECHNICAL AMENDMENTS.—Paragraphs (7) and (33) of sections 454 of the Social Security Act (42 U.S.C. 654) are each amended by striking "450b" and inserting "5304".

By Ms. COLLINS (for herself and Ms. HASSAN):

S. 3155. A bill to establish a rural postsecondary and economic development grant program; to the Committee on Health, Education, Labor, and Pensions.

Ms. COLLINS. Mr. President, I rise today to introduce the Success for Rural Students and Communities Act, a bill that would help rural students achieve their higher education goals and connect their successes with economic opportunities in their own communities. I want to thank Senator HASSAN for introducing this bill with me.

The Success for Rural Students and Communities Act aims to improve the outcomes for rural students who are pursuing higher education and skills-based credentials that will prepare them to meet the workforce needs of their home communities.

According to the 2010 census, Maine is now the most rural State in the Nation. Two out of three Maine schools are in rural communities, and more than half of Maine's students attend those schools. While nearly 90 percent of the students in my State graduate from high school, only 62 percent enroll in higher education, at least right away. According to a recent report by the Maine Department of Economic and Community Development, only 30 percent of Maine students go on to earn a 2-year or a 4-year degree. So we have a huge dichotomy between the number of Maine students who graduate from high school and the number who are successful in graduating from some sort of higher education.

Maine's experience reflects the trends observed nationwide. Rural students tend to graduate from high school at higher rates than their peers in urban districts and at about the same rate as their peers in suburban schools, but only 59 percent of rural graduates enroll in college upon graduation, which is a lower percentage than their counterparts in urban and suburban areas.

The Success for Rural Students and Communities Act would help spur innovation, investment, and strategies that would improve college access and success for rural students. It would create

a demonstration program to encourage rural community stakeholders to partner together to help students go on to college or obtain some other postsecondary education, complete this education, and enter the workforce. These partnerships would draw on the talents of local school districts, institutions of higher education, regional economic development entities, rural community organizations, and the private sector. The bill encourages these partnerships to develop and implement strategies to help students and their families navigate higher education opportunities and addresses the barriers to their achievement.

For example, the bill calls for partnerships to coalesce around approaches that boost higher education enrollment rates for referral students by exposing students and their families to college campuses, courses, internships, and career pathways to jobs at home. These partnerships could also focus on rural incompletion rates of nontraditional students who may need additional credentials or who once began but did not finish higher education.

To meet the demands of today's workforce, many employees will need a credential beyond a high school diploma—perhaps a college degree, a skilled trade credential, or a professional certificate. The Success for Rural Students and Communities Act encourages schools and employers to forge partnerships that will put students on pathways into the high-demand jobs available where they live. That helps the rural communities. It helps them keep their young people. It helps them keep people who have the education and the skills those communities need to be vibrant and successful and to have strong economies.

The bill highlights a number of strategies that could be developed and tested, including work-based learning opportunities, such as apprenticeships, internships, and stackable credentials that make up a sequence of courses on the path to a certain skill or job. I have toured apprenticeship programs in Maine, including one that helps to train people for jobs in forestry, and I have seen firsthand how successful those apprenticeship programs are.

When rural students enroll in college, they often face barriers that prevent them from graduating, and that is why I have been a big promoter of student success programs. I have seen a very effective one at the Eastern Maine Community College in Bangor, where students are helped with whatever the barrier is that is preventing them from completing community college. In some cases, it is the need for some mentoring; in others, tutoring in some areas. In other cases, it is simply a short-term loan in order for them to fix their automobile so they can get to class. In another case, it is childcare needs. Whatever the barrier is, if we can help these students, they will be able to complete their education.

Many are the first in their families to attend college, which means they

may have a more difficult time finding information about financial aid or selecting an education program that meets their needs. With the right supports in place, more and more rural students can complete their postsecondary education.

Let me give a great example of the type of program I am talking about that would fulfill the goals of this legislation. In Maine's Aroostook County, where I was born and raised and where much of my family still lives, the Aroostook Aspirations Initiative is using this kind of model to help put students on pathways to academic and career success. Launched with a generous donation from local philanthropic partners, Aroostook Aspirations provides scholarships to high school students in Aroostook County who are seeking postsecondary education. The initiative collaborates with local colleges and universities, including the University of Maine at Presque Isle, the University of Maine at Fort Kent, Northern Maine Community College, and Husson University. It works with the area businesses and entrepreneurs to offer seminars that guide students throughout their college educations—the kind of mentoring I was referring to.

Students can also team up with Aroostook County employers through internships that give them experience in jobs they wish to pursue or simply try out to see if the jobs fit them. They create relationships with professional mentors, who help put them on the right path to entering the workforce.

The Success for Rural Students and Communities Act would support dynamic programs such as the Aroostook Aspirations Initiative and encourage other communities in rural America to innovate in similar ways. The Success for Rural Students and Communities Act would make a meaningful investment in the educational aspirations of rural students and their families and would strengthen the economy in rural America. By helping students succeed in reaching their education and career goals, we can also enhance the skills of our workforce in rural America. I urge my colleagues to support the Collins-Hassan bill.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 465—CONDEMNING THREATS BY PRESIDENT DONALD J. TRUMP TO VIOLATE THE LAW OF ARMED CONFLICT WITH RESPECT TO IRAN

Mr. MARKEY (for himself, Ms. DUCKWORTH, Mr. MERKLEY, Ms. WARREN, Mr. LEAHY, Mr. WYDEN, Mr. VAN HOLLEN, and Ms. HARRIS) submitted the following resolution; which was referred to the Committee on Foreign Relations:

S. RES. 465

Whereas President Donald J. Trump threatened to destroy sites “important

to . . . the Iranian culture” and threatened future retaliation in “a disproportionate manner” on January 4 and January 5, 2020, respectively;

Whereas Article 53 of Protocol I to the Geneva Conventions prohibits any act of hostility against cultural objects, including making such objects the target of reprisals;

Whereas destruction of cultural sites violates the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict, which the United States ratified during the administration of President George W. Bush;

Whereas the Department of Defense Law of War Manual states that “[c]ultural property, the areas immediately surrounding it, and appliances in use for its protection should be safeguarded and respected”;

Whereas the United States Government has condemned the Taliban, the Islamic State, al Qaeda and its affiliates, and the Government of the People's Republic of China, among others, for the destruction of cultural heritage;

Whereas the Trump Administration supported the adoption of United Nations Security Council Resolution 2347 (2017) condemning “the unlawful destruction of cultural heritage, including the destruction of religious sites and artefacts”;

Whereas, on March 24, 2017, the United States Deputy Permanent Representative to the United Nations stated, “The United States seeks to hold accountable . . . the perpetrators of deliberate cultural heritage destruction.”;

Whereas the destruction of cultural sites in Iran could include damage to one or more of the 22 cultural sites in Iran inscribed on the World Heritage List of the United Nations Educational, Scientific, and Cultural Organization;

Whereas, on January 6, 2020, Secretary of Defense Mark T. Esper expressed that the United States would not target Iranian cultural sites, as the United States “follow[s] the laws of armed conflict”;

Whereas military actions conducted “in a disproportionate manner” violate international law, including Protocol I to the Geneva Conventions, as well as the United States Department of Defense guidelines whether in reference to the conduct of armed conflict or the resort to war;

Whereas the Department of Defense Law of War Manual states that the principle of proportionality in the conduct of war “generally refers to the obligation to take feasible precautions in planning and conducting attacks and to refrain from attacks in which the expected loss of civilian life, injury to civilians, and damage to civilian objects incidental to the attack would be excessive.”;

Whereas the Department of Defense Law of War Manual states, “Proportionality is also a requirement for reprisals, which must respond in a proportionate manner to the preceding illegal act by the party against which they are taken”;

Whereas military action that disregards proportionality would further exacerbate the suffering of the Iranian people, who have endured—

(1) their own government's systematic and longstanding human rights violations, restrictions on political freedoms, and brutal suppression of their democratic aspirations; and

(2) the arbitrary reimposition of United States sanctions that have negatively affected livelihoods of ordinary Iranians and restricted economic activity; and

Whereas the destruction of cultural sites and the disproportionate use of military force are among the actions that could needlessly escalate the crisis with Iran: Now, therefore, be it