

(B) corruption of government officials related to drug trafficking, including money laundering and bribery;

(C) torture, rape, illegal detention, witness tampering, and murder in connection with drug cartels and drug trafficking; and

(D) efforts to undermine police reforms and drug crime investigations;

(2) a description of the steps the United States Government has taken—

(A) to promote respect for and observance of human rights as part of the Government of Honduras's activities;

(B) to bring Honduran government officials to justice for their involvement in drug trafficking and related crimes;

(C) to discourage any practices that are inimical to internationally recognized human rights; and

(D) to publicly or privately call attention to, and disassociate the United States and any security assistance provided for the Republic of Honduras from, any practices described in subparagraphs (B) and (C); and

(3) other information, including—

(A) an assessment from the Secretary of State of the likelihood that United States security assistance (as defined in section 502B(d) of the Foreign Assistance Act of 1961 (22 U.S.C. 2304(d))) provided to the Republic of Honduras has been used in support of activities related to facilitating drug trafficking and its attendant crimes;

(B) an assessment from the Secretary of State of former President Juan Orlando Hernández's status post-conviction and any ongoing ties he maintains to drug cartels; and

(C) a description of any actions that the United States Government is taking to ensure that the Government of the Republic of Honduras addresses corruption and human rights violations tied to drug trafficking.

SENATE RESOLUTION 617—SUPPORTING THE GOALS AND IDEALS OF “CAREER AND TECHNICAL EDUCATION MONTH”

Mr. KAINÉ (for himself, Mr. YOUNG, Ms. BALDWIN, Mr. BUDD, Mr. BARRASSO, Mr. BENNET, Mr. BLUMENTHAL, Ms. BLUNT ROCHESTER, Mr. BOOKER, Mrs. BRITT, Ms. CANTWELL, Mr. CASSIDY, Mr. COONS, Ms. CORTEZ MASTO, Mr. CRAMER, Mr. CRAPO, Mr. DAINES, Mr. DURBIN, Mr. GRASSLEY, Mr. HAGERTY, Ms. HASSAN, Mr. HICKENLOOPER, Ms. HIRONO, Mr. HOEVEN, Mr. JUSTICE, Mr. KING, Ms. KLOBUCHAR, Mr. LANKFORD, Mr. LUJÁN, Ms. LUMMIS, Mr. MARSHALL, Mr. MERKLEY, Mrs. MURRAY, Mr. PADILLA, Mr. REED, Ms. ROSEN, Mr. SANDERS, Mr. SCHIFF, Mr. SCOTT of South Carolina, Mrs. SHAHEEN, Ms. SMITH, Mr. TILLIS, Mr. VAN HOLLEN, Mr. WARNER, Mr. WHITEHOUSE, Mr. WICKER, Mr. WYDEN, Mrs. HYDE-SMITH, and Mr. PETERS) submitted the following resolution; which was considered and agreed to:

S. RES. 617

Whereas American competitiveness within the global economy requires workers who are prepared with the requisite academic knowledge as well as technical and employability skills needed for career success;

Whereas advancements in technology have fundamentally changed critical economic sectors of the United States and the global economy, creating significant, new demand for high-wage, high-quality, and efficient education and training opportunities;

Whereas career and technical education (referred to in this preamble as “CTE”) ensures that a competitive and skilled workforce is ready, willing, and capable of holding jobs in high-wage, high-skill, and in-demand career fields;

Whereas CTE helps the United States meet the very real and immediate challenges of economic development, student academic achievement, and global competitiveness;

Whereas, in the United States, it is forecast that by 2031 nearly ½ of all jobs will require some level of postsecondary education, but less than a bachelor's degree;

Whereas approximately 12,000,000 students are enrolled in CTE programs across the United States at the secondary and postsecondary levels, with CTE programs in thousands of comprehensive high schools, technical high schools, area technical centers, career academies, and over 1,000 2-year colleges;

Whereas CTE aligns with labor market demand and provides employability skills and relevant academic and technical coursework leading to credentials of value for secondary and postsecondary education students and adult learners;

Whereas CTE affords students the opportunity to cultivate the knowledge and skills to earn the credentials needed to secure careers in growing, high-demand fields;

Whereas secondary CTE has statistically significant positive impacts on the academic achievement, high school completion, employability skills, and college readiness of students;

Whereas, according to a recent national survey conducted by the Hunt Institute and Lake Research Partners, 91 percent of voters favor increased opportunities for students to access workforce training and related opportunities to cultivate skills needed for a career;

Whereas 83 percent of employers in the United States recruiting from CTE programs find those programs beneficial to their bottom line;

Whereas, in 2018, Congress affirmed on a wide bipartisan basis the importance of CTE by passing the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224; 132 Stat. 1563), which supports investment and improvement in secondary and postsecondary CTE programs in all 50 States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and outlying areas; and

Whereas February 23, 2026, marks the 109th anniversary of the signing of the Act of February 23, 1917 (39 Stat. 929, chapter 114, commonly known as the “Smith-Hughes Vocational Education Act of 1917”), which was the first major Federal investment in secondary CTE and laid the foundation for the bipartisan, bicameral support for CTE that continues as of February 2026: Now, therefore, be it

Resolved, That the Senate—

(1) supports the designation of February 2026 as “Career and Technical Education Month” to celebrate career and technical education across the United States;

(2) supports the goals and ideals of Career and Technical Education Month;

(3) recognizes the importance of career and technical education in preparing a well-educated and skilled workforce in the United States; and

(4) encourages educators, school counselors, guidance and career development professionals, administrators, and parents to promote career and technical education as a respected educational pathway for students.

SENATE RESOLUTION 618—RECOGNIZING THE IMPORTANCE OF CAREER AND TECHNICAL EDUCATION (“CTE”) EDUCATORS AND WORK-BASED LEARNING COORDINATORS IN DELIVERING HIGH-QUALITY CTE, PREPARING STUDENTS FOR SUCCESS IN THE WORKPLACE, THE CLASSROOM, AND IN LIFE, AND SUPPORTING DYNAMIC WORKFORCE PIPELINES THAT ENABLE THE UNITED STATES TO GROW AND LEAD IN CRITICAL ECONOMIC SECTORS

Ms. BLUNT ROCHESTER (for herself, Mr. TUBERVILLE, Mr. MARKEY, Mr. TILLIS, Ms. BALDWIN, Mr. BOOKER, Mrs. BRITT, Mr. KAINÉ, Mrs. CAPITO, Mr. VAN HOLLEN, Mr. SCHIFF, Mr. KING, Ms. KLOBUCHAR, Mr. BUDD, and Mr. JUSTICE) submitted the following resolution; which was considered and agreed to:

S. RES. 618

Whereas students in classrooms across the United States today are the future leaders, innovators, and workers of tomorrow, and the future of American competitiveness and economic stability is predicated on a robust workforce prepared to meet the needs of critical sectors;

Whereas career and technical education (“CTE”) educators work with secondary and post-secondary students—

(1) to explore career pathways;

(2) to teach academic, technical, and practical, sector-specific, hands-on skills across a wide-range of in-demand industries and occupations; and

(3) to develop skills necessary for rewarding employment and success in life;

Whereas work-based learning coordinators help build a bridge for students between the classroom and real workplace experience by collaborating with education systems, CTE programs, and industry partners to facilitate meaningful, age-appropriate work-based learning experiences for students that include internships, apprenticeships, and job shadowing;

Whereas there are CTE programs in every State and territory, and there are approximately 12,000,000 students enrolled in CTE programs across the United States;

Whereas the high school graduation rate for CTE concentrators is 97 percent, which is above the national average, and these students are more likely than others to be employed full time and have higher median annual earnings 8 years after graduation;

Whereas without CTE educators providing support, instruction, and industry knowledge, and without the support of work-based learning coordinators, students would not be able to participate in and enjoy the benefits of CTE programs;

Whereas student participation and interest in CTE programs remains consistent, yet there are persistent shortages of CTE educators, with school administrators reporting difficulty filling positions in CTE subjects 57 percent of the time, and retaining CTE educators in high-growth fields is challenging;

Whereas, in the 2025–2026 academic year, 25 States, the District of Columbia, and American Samoa reported CTE educator shortages;

Whereas 79 percent of high school students expressed an interest in work-based learning experiences, yet only 34 percent of high school students reported being aware of opportunities within their age group;

Whereas work-based learning coordinators could help increase awareness of CTE programs among high school student and increase access to such opportunities; and

Whereas the month of February is recognized as Career and Technical Education Month to celebrate the value, importance, and accomplishments of CTE programs, and there is no CTE without CTE educators: Now, therefore, be it

Resolved, That the Senate—

(1) recognizes—

(A) the importance of career and technical education (“CTE”) educators and work-based learning coordinators in delivering high-quality CTE, preparing students for success in the workplace, the classroom, and in life, and supporting dynamic workforce pipelines that enable the United States to grow and lead in critical economic sectors;

(B) that all students should have access to quality CTE and work-based learning opportunities that will help them succeed in the classroom, in the workplace, and throughout their lives;

(C) that the quality of CTE instruction depends upon the quality, preparedness, and availability of CTE educators and work-based learning coordinators;

(D) that CTE educators, work-based learning coordinators, and educators of all academic subjects, deserve competitive wages, good employment benefits, and safe working conditions; and

(E) that improving the salaries, benefits, and working conditions of educators would help reduce persistent educator shortages; and

(2) commends CTE educators and work-based learning coordinators for their contributions and dedication.

SENATE RESOLUTION 619—DESIGNATING FEBRUARY 16, 2026, AS “NATIONAL ELIZABETH PERATROVICH DAY”

Mr. SULLIVAN (for himself and Ms. MURKOWSKI) submitted the following resolution; which was considered and agreed to:

S. RES. 619

Whereas Elizabeth Wanamaker Peratrovich, Tlingit, was a member of the Lukaax.ádi clan in the Raven moiety with the Tlingit name of Kaaxgal.aat (referred to in this preamble as “Elizabeth”) who fought for social equality, civil liberties, and respect for Alaska Native and Native American communities;

Whereas Elizabeth, who was born in 1911 in Petersburg, Alaska, experienced discrimination as a Tlingit woman, and dedicated her life to creating a better future for Alaska Natives;

Whereas more than 6,000 patriotic Alaska Natives protected the United States alongside non-Native Servicemen and women during World War II, despite suffering from unjust discrimination;

Whereas, in 1941, Elizabeth and her husband, Roy Peratrovich, moved to Juneau, the capital city of Alaska, to campaign tirelessly for the passage of the anti-discrimination legislation of Ernest Gruening, the Governor of Alaska, which would later result in the passage of the Anti-Discrimination Act of 1945;

Whereas, in campaigning for the passage of anti-discrimination legislation, Elizabeth persevered for several years traveling across the Alaska Territory enabling, rallying, and uniting Alaska Natives to fight for recognition that they are created equal to others and equally endowed with “unalienable Rights”;

Whereas Elizabeth was a powerful orator who envisioned unity and then spoke it into existence through community advocacy and the support of the Alaska Native Brotherhood and the Alaska Native Sisterhood;

Whereas Elizabeth testified strongly before the Alaska Territorial legislature vote on the Anti-Discrimination Act of 1945, passionately asking the legislature, “Have you eliminated larceny or murder by passing a law against it? No law will eliminate crimes but, at least you as legislators, can assert to the world that you recognize the evil of the present situation and speak your intent to help us overcome discrimination.”;

Whereas the Alaska Territorial Legislature passed the Anti-Discrimination Act of 1945 on February 16, 1945, which was the first anti-discrimination law enacted in the history of the United States;

Whereas Elizabeth dedicated the rest of her life to creating a better Alaska for future generations;

Whereas Elizabeth tragically died of cancer in 1958, but her legacy has not been forgotten;

Whereas, beginning in 1988, the State of Alaska has recognized February 16 as Elizabeth Peratrovich Day; and

Whereas, in 2020, the United States Mint released the Elizabeth Peratrovich \$1 coin to commemorate the significant impact that Elizabeth had on advancing equality under the law in the United States: Now, therefore, be it

Resolved, That the Senate—

(1) designates February 16, 2026, as “National Elizabeth Peratrovich Day”;

(2) calls on the people of the United States to observe National Elizabeth Peratrovich Day by remembering the work of Elizabeth Wanamaker Peratrovich and other civil rights leaders; and

(3) encourages the people of the United States and Members of Congress to commemorate the life and civil rights advocacy of Elizabeth Wanamaker Peratrovich by continuing the important work of ensuring equality for Alaska Natives and Native Americans.

SENATE RESOLUTION 620—DESIGNATING FEBRUARY 28, 2026, AS “RARE DISEASE DAY”

Mr. BARRASSO (for himself and Mr. BLUMENTHAL) submitted the following resolution; which was considered and agreed to:

S. RES. 620

Whereas a rare disease or disorder is a disease or disorder that affects a small number of patients;

Whereas, in the United States, a rare disease or disorder is defined as affecting fewer than 200,000 individuals;

Whereas, as of the date of adoption of this resolution, more than 30,000,000 individuals in the United States are living with at least 1 of the more than 10,000 known rare diseases or disorders;

Whereas children with rare diseases or disorders account for a significant portion of the population affected by rare diseases or disorders in the United States;

Whereas many rare diseases and disorders are serious and life-threatening;

Whereas financing life-altering and life-saving treatments can be challenging for individuals with a rare disease or disorder and their families;

Whereas individuals with rare diseases or disorders can experience difficulty in obtaining accurate diagnoses and finding physicians or treatment centers with expertise in their rare disease or disorder;

Whereas, although there have been great advancements in finding treatments for rare diseases, approximately 95 percent of rare diseases still do not have a treatment approved by the FDA;

Whereas 2026 marks the 43rd anniversary of the enactment of the Orphan Drug Act (Public Law 97-414; 96 Stat. 2049), a landmark law enabling tremendous advances in the research and treatment of rare diseases and disorders;

Whereas the National Institutes of Health support innovative research on the treatment of rare diseases and disorders;

Whereas programs such as the Accelerating Rare Disease Cures Program of the Food and Drug Administration (referred to in this preamble as the “FDA”) aim to drive scientific and regulatory innovation and engagement to accelerate the availability of treatments for patients with rare diseases;

Whereas 23 of the 46 novel drugs approved by the Center for Drug Evaluation and Research of the FDA in 2025—

(1) were approved to prevent, diagnose, or treat a rare disease or condition; and

(2) received an orphan-drug designation;

Whereas Rare Disease Day is observed each year on the last day of February; and

Whereas Rare Disease Day is a global event that was first observed in the United States on February 28, 2009: Now, therefore, be it

Resolved, That the Senate—

(1) designates February 28, 2026, as “Rare Disease Day”;

(2) recognizes the importance of, with respect to rare diseases and disorders—

(A) improving awareness;

(B) encouraging accurate and early diagnosis; and

(C) supporting national and global research efforts to develop effective treatments, diagnostics, and cures.

SENATE RESOLUTION 621—DESIGNATING THE WEEK OF FEBRUARY 23 THROUGH FEBRUARY 27, 2026, AS “NATIONAL PUBLIC SCHOOLS WEEK”

Ms. COLLINS (for herself, Mr. REED, Ms. HIRONO, Mr. PADILLA, Mr. KAINE, Mr. KING, Mr. DURBIN, Mr. MERKLEY, Mrs. SHAHEEN, Mr. MARKEY, Ms. HASSAN, Mr. SANDERS, Mr. WELCH, Ms. SLOTKIN, Mrs. MURRAY, Ms. BALDWIN, Mr. LUJÁN, and Mr. KIM) submitted the following resolution; which was considered and agreed to:

S. RES. 621

Whereas public education is a significant institution in a 21st-century democracy;

Whereas public schools in the United States educate students about the values and beliefs that hold the individuals of the United States together as a nation;

Whereas public schools prepare young individuals of the United States to contribute to the society, economy, and citizenry of the country;

Whereas 87 percent of children in the United States attend public schools;

Whereas Federal, State, and local lawmakers should—

(1) prioritize support for strengthening the public schools of the United States;

(2) empower superintendents, principals, and other school leaders to implement, manage, and lead school districts and schools in partnership with educators, parents, and other local education stakeholders; and

(3) support services and programs that are critical to helping students engage in learning, including counseling, extracurricular activities, and mental health support;