

discrimination in schools, including sexual harassment and assault, bullying, the needs of pregnant and parenting students, female participation in the STEM field, and a lot more. All kinds of discrimination are covered by title IX.

This landmark measure in our Federal law requires every school to designate an employee to serve as a title IX coordinator, helping students and staff to understand their rights and their obligations. Unfortunately, a lot of schools currently fail to designate such a coordinator.

In Connecticut, my friend Bill Howe has provided vitally important statewide title IX compliance training for years, but I know he often found it very difficult to secure funding for his efforts and was sometimes forced to dip into his own pocket to keep these programs going. Bill Howe is a hero in Connecticut for maintaining and sustaining a title IX training program.

My amendment will give States the resources they need to ensure their schools are protecting and promoting gender equity. No longer will Bill Howe be forced to make that funding out of his own pocket—Connecticut will have it as well.

I am proud to join with Senator AYOTTE in championing an amendment that will provide critical training and resources to help educators recognize and respond to the earliest signs of mental illness. This provision is really key because school personnel frequently see young people in many different situations, and therefore they are among the best positioned to see young people who are at risk of serious mental illness and identify those risk signs and provide mental health services at critical times before those illnesses become more serious.

We know from our tragic and horrific experience—we in Connecticut know better than most—that violence and emergency situations can happen anywhere, including at the youngest ages in elementary and secondary schools. Resources must be made available for people to help deescalate crisis situations. These funds will help diffuse those crises before they occur or while they occur by providing critical mental health services.

Training programs are important for teaching school professionals how to safely deescalate a crisis, recognize the signs and symptoms of mental illness, and refer people to appropriate mental health service providers at the early stages of mental illness, reducing the number of crisis situations.

Some of the programs already in place provide models of what kind of training will be funded. They have proven immensely successful. They are profoundly important, and they can serve as models for other schools. Some of those models are in Connecticut—training and education in helping to diffuse and resolve crises and provide for treating mental illness.

Third, I am perhaps most proud to offer the Jesse Lewis Empowering Edu-

cators Act. I am proud to offer the Jesse Lewis Empowering Educators Act because I think it reflects an advance in education that truly embodies the spirit and legacy of Jesse Lewis himself—a brave young boy who had emotional intelligence way beyond his years and who was a victim of the unspeakable, unimaginable, horrific tragedy that occurred in Newtown. I thank my colleagues, Senators MURPHY and CANTWELL, for cosponsoring it.

Jesse was one of the children who lost their lives in the Sandy Hook tragedy. In those painful, aching days after Sandy Hook, I sat in the living room of Scarlet Lewis, Jesse's mom, and I saw firsthand through Jesse's own words and photos the awe-inspiring courage and caring of this boy—his empathy and resilience and the compassion he demonstrated repeatedly throughout his all-too-brief life.

This amendment is directly shaped by the Sandy Hook Advisory Commission's final report, which highlights the importance of integrating social and emotional learning concepts into our schools. The commission noted that social-emotional learning is an integral part of education because students must learn coping skills, such as how to identify and name feelings and emotions such as frustration, anger, sadness, and how to use their problem-solving skills to manage those difficult emotional and potentially conflictual situations.

Resolving conflict means understanding the reasons for it. Social intelligence is the means to do it, and training teachers in how to teach it is one of the great missions we need to make sure our schools serve.

As much as the commission's work, this amendment really is formed by Scarlet Lewis and Jesse. His example of emotional and social learning, of intelligence in that sense, provides an example of what we should seek to emulate in our schools—demonstrating caring and concern for others, maintaining positive relationships, and making responsible decisions and resolving conflicts effectively. All of these are teachable and learnable skills. In fact, they are essential to learn for participating and contributing to society. The only question is, Where are young people going to learn them? If they do not learn them at home, they need to be taught in our schools.

If students are surrounded by educators who understand these concepts and who have the right tools and training to teach them, these students can learn to demonstrate what intelligence and emotional intelligence means in practical, everyday terms—how it can make people happier and make the people around those young people happier. Demonstrating the kinds of emotional gifts and intelligence that Jesse had innately is itself a gift that can be taught, and we have an obligation to teach it.

Social and emotional learning is a strategy that is strongly grounded in

academic research. Numerous studies and reports, including the great work being done at the Yale Center for Emotional Intelligence, have found that students who exhibit these skills not only perform better academically but are less likely to engage in problematic behavior, such as alcohol and drug use, violence, truancy, and bullying. It makes perfect common sense. Students who have that emotional intelligence better adjust and avoid the pitfalls of substance abuse, violence, bullying, and conflict with fellow students.

We have an obligation to adopt social—emotional learning as part of the curricula of our schools and to make sure teachers are trained in how to impart and inculcate those great talents and gifts that are so important to the happiness of the young people who come through their classrooms, and I am hopeful this amendment will become part of this bill.

My amendments recognize that education is not only about reading, writing, and arithmetic, but learning requires an environment and a culture that cares for each student and prepares each person as an individual and as a healthy, involved member of a larger community. I think that will be a legacy we can leave through this bill, and I hope we will.

I thank the Presiding Officer, and I yield the floor.

ADJOURNMENT UNTIL 9:30 A.M. TOMORROW

The PRESIDING OFFICER. The Senate stands adjourned until 9:30 a.m. tomorrow morning.

Thereupon, the Senate, at 7:18 p.m., adjourned until Thursday, July 9, 2015, at 9:30 a.m.

NOMINATIONS

Executive nominations received by the Senate:

SAINT LAWRENCE SEAWAY DEVELOPMENT CORPORATION

ANTHONY G. COLLINS, OF NEW YORK, TO BE A MEMBER OF THE ADVISORY BOARD OF THE SAINT LAWRENCE SEAWAY DEVELOPMENT CORPORATION, VICE WILLIAM L. WILSON.

DEPARTMENT OF DEFENSE

BRAD R. CARSON, OF OKLAHOMA, TO BE UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS, VICE JESSICA GARFOLA WRIGHT, RESIGNED.

DEPARTMENT OF STATE

MARI CARMEN APONTE, OF THE DISTRICT OF COLUMBIA, TO BE PERMANENT REPRESENTATIVE OF THE UNITED STATES OF AMERICA TO THE ORGANIZATION OF AMERICAN STATES, WITH THE RANK OF AMBASSADOR.

PETER WILLIAM BOBBE, OF MARYLAND, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF MINISTER-COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO LIBYA.

CATHERINE EBERT GRAY, OF VIRGINIA, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF MINISTER-COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE INDEPENDENT STATE OF PAPUA NEW GUINEA, AND TO SERVE CONCURRENTLY AND WITHOUT ADDITIONAL COMPENSATION AS AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE SOLOMON ISLANDS AND AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE REPUBLIC OF VANUATU.

DENNIS B. HANKINS, OF MINNESOTA, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF MINISTER-COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE REPUBLIC OF GUINEA.