

we exacerbate every time we push immigration reform off for another month, another year, another session of Congress. And this is why we must pass legislation that creates a pathway to citizenship for farmworkers.

Did you know that when you pick radishes, you get paid by the number of crates that you fill? On the day that I worked the fields, it comes as no surprise that I picked at a slower rate than the highly skilled and experienced farmworkers, who depend on speed for their livelihoods.

Yet laws across the country leave farmworkers in a position of uncertainty that few other workers have to face. If you are a farmworker and you miss a day of work, there is no paid sick leave. If you are a farmworker and you are injured on the job, you can't get disability insurance. And living and working while undocumented means worrying constantly about your status.

So when the Senate says that immigration reform can wait, we are not seeing the people whose lives are at stake: Isidro, Armando, Isabel, Epigemio. As they pick radishes, these workers are not taking jobs from American citizens. I repeat: They are not taking the jobs of American citizens. In fact, the opposite is true. We don't have enough farmworkers to meet the demand, not just for radishes but for countless other crops. As different produce comes into season, growers need skilled labor on tight timelines.

Corporate leaders, small business owners, and economists agree that we need more immigrants with more protections. The stakes for our economy are high. Right now, American families are paying higher prices not just at the gas pump but at the grocery store. Our labor shortage is contributing to higher inflation. Over \$1 trillion of America's GDP is linked to agriculture.

All across the Nation, we rely on immigrant farmworkers. In North Carolina, agriculture is the top industry, aided by tens of thousands of undocumented workers in growing soybean, corn, and peanuts. In Idaho, agriculture accounts for 17 percent of the economic output, including a booming dairy industry. Around 90 percent of Idaho's dairy workers are foreign born, the vast majority undocumented. In Texas, agriculture is worth more than \$20 billion each year. More than 100,000 immigrant workers, mostly undocumented, are employed on Texas's ranches, farms, and fields.

I can go on and on, but I think the point is clear: This is truly a national issue. The majority of all farmworkers lack legal status, and growers say that more help is needed.

Congress can make a difference. We can do so by passing the laws that farmworkers need and deserve. Our country cannot afford to wait. That is why it was the first bill I introduced—the Citizenship for Essential Workers Act—when I joined the Senate last year. I am talking about the workers

who keep us healthy and safe and fed, the workers we as the Federal Government have deemed to be essential. They deserve dignity; they deserve respect; and they have earned a pathway to citizenship.

Today, I am also proud to introduce the Fairness for Farmworkers Act. This bill will support fair pay for agricultural workers under the Fair Labor Standards Act.

In 1 day, I had just a small dose of the physically demanding life of a farmworker. Still, there is so much more that I could tell you about the kind, funny, generous individuals whom I worked alongside that day.

As we shared a lunch of homemade tortillas, beans, and carne con chiles, they told me about their hometowns that they miss, their favorite music, and their dreams for their children. They had one more message that they asked me to deliver, that they implored me to deliver to all of you, and that is that you should come too. I was the first U.S. Senator to accept an invitation to work in the fields. Last week, my friend and colleague Senator BOOKER became the second.

I urge you, each and every Member of the Senate, to take this opportunity, take a day to work alongside the heroes who feed America, and then come back here, as I have, humbled and inspired to do our job. Let's come together behind a solution so farmworkers can finally live and work with dignity and security.

By Mr. PADILLA (for himself and Mrs. FEINSTEIN):

S. 4482. A bill to help persons in the United States experiencing homelessness and significant behavioral health issues, including substance use disorders, by authorizing a grant program within the Department of Housing and Urban Development to assist State and local governments, Continuums of Care, community-based organizations that administer both health and homelessness services, and providers of services to people experiencing homelessness, better coordinate health care and homelessness services, and for other purposes; to the Committee on Banking, Housing, and Urban Affairs.

Mr. PADILLA. Mr. President, I rise to speak in support of the Helping People Experiencing Substance Use Disorder and Homelessness Act, which I introduced today.

Housing is a fundamental social determinant of health, and unhoused individuals are often the victims of stark health disparities. Of the more than 580,000 people experiencing homelessness in the United States, an estimated 20 percent have a substance use and/or a mental health disorder. Mental health concerns, including substance use disorders, can cause and exacerbate homelessness.

A lack of affordable housing is the primary driver of homelessness, and we are working to address this issue. Another piece of the puzzle is to ensure

housing and social service providers have the resources to work together to ensure access to supportive services.

That is why I am proud to introduce this bill to provide essential funding and tools for frontline organizations to coordinate health and homelessness services.

If enacted, it will create a Federal interagency working group to advise grantees on best practices. The grants will invest in programs to build the capacity necessary to combat the United States' dual homelessness and mental health crises.

I want to thank Representative MAD-ELEINE DEAN for introducing this bill with me, and I hope our colleagues will join us in taking this key step to addressing challenges that have been exacerbated by the COVID-19 pandemic.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 691—AFFIRMING, COMMEMORATING, AND CELEBRATING THE 50TH ANNIVERSARY OF THE ENACTMENT OF TITLE IX, APPLAUDING THE INCREASE IN EDUCATIONAL OPPORTUNITIES AVAILABLE TO ALL INDIVIDUALS, REGARDLESS OF SEX OR GENDER, AND RECOGNIZING THE TREMENDOUS AMOUNT OF WORK LEFT TO BE DONE TO FURTHER INCREASE THOSE OPPORTUNITIES

Mrs. MURRAY (for herself, Ms. STABENOW, Ms. BALDWIN, Mr. BLUMENTHAL, Mr. BOOKER, Mr. BROWN, Ms. CANTWELL, Mr. CARDIN, Mr. CARPER, Mr. CASEY, Mr. COONS, Ms. CORTEZ MASTO, Ms. DUCKWORTH, Mr. DURBIN, Mrs. FEINSTEIN, Mrs. GILLIBRAND, Ms. HIRONO, Mr. KAINE, Ms. KLOBUCHAR, Mr. LEAHY, Mr. LUJÁN, Mr. MARKEY, Mr. MENENDEZ, Mr. MERKLEY, Mr. MURPHY, Mr. PADILLA, Mr. PETERS, Mr. REED, Mr. SANDERS, Mrs. SHAHEEN, Ms. SMITH, Mr. TESTER, Ms. WARREN, Mr. WHITEHOUSE, Mr. WYDEN, Ms. ROSEN, and Mr. HICKENLOOPER) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 691

Whereas in 1972, President Richard M. Nixon signed into law title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) (referred to in this preamble as "title IX");

Whereas in 2002, Congress passed a joint resolution establishing that title IX may be cited as the "Patsy Takemoto Mink Equal Opportunity in Education Act";

Whereas title IX prohibits any institution that receives Federal education funding from discriminating against students or employees on the basis of sex;

Whereas sex discrimination includes discrimination based on—

(1) pregnancy, childbirth, termination of pregnancy, and medical conditions related to pregnancy, childbirth, and termination of pregnancy;

(2) actual or perceived sexual orientation, gender identity, and sex characteristics;

(3) sex stereotypes; and

(4) sex-based harassment, including sexual harassment and assault, dating violence, domestic violence, and sex-based stalking;

Whereas since 1972, the United States has made great progress in providing educational opportunities to women and girls and, in 2022, women earned the majority of doctoral, master's, and associate degrees;

Whereas in the 2020–2021 academic year, women earned approximately 60 percent of the bachelor's degrees awarded by institutions of higher education in the United States;

Whereas since 1972, the participation of women and girls in sports has increased by 1,057 percent in high school and greater than 600 percent in college, providing women and girls with the opportunity—

(1) to develop leadership and teamwork skills;

(2) to earn athletic scholarships to help finance a college degree; and

(3) to become successful professional athletes;

Whereas despite the progress that has been made in higher education and athletics, women, girls, pregnant or parenting students, and lesbian, gay, bisexual, transgender, queer, intersex, and gender non-conforming (LGBTQI+) individuals in the United States are still frequently denied equal educational opportunities;

Whereas pregnant and parenting students are more likely to drop out of high school compared to other students, only 50 percent of teenage mothers earn a high school diploma by the age of 22, 38 percent of Black teen mothers and 36 percent of Latina teen mothers never obtain a diploma or GED, and fewer than 2 percent of all teen mothers graduate college by age 30, leading to decreased opportunities for continuing education and employment;

Whereas a 2018 report from the Government Accountability Office found that, compared to White girls, Black girls were 5 times more likely and American Indian and Alaskan Native girls and multiracial girls were nearly 2 and a half times more likely to receive an out-of-school-suspension;

Whereas the number of baccalaureate degrees in science, technology, engineering, and math earned by women has decreased over the past decade and, as of the 2019–2020 academic year, women earn only—

(1) 39.1 percent of physical science degrees;

(2) 18.7 percent of computing degrees;

(3) 20.9 percent of engineering degrees; and

(4) 42.4 percent of mathematics degrees;

Whereas despite representing 60 percent of all students enrolled in colleges and universities in the United States, women hold almost 2/3 of all outstanding student debt (\$929,000,000,000 of the total \$1,762,000,000,000), and the average amount of student debt owed by a woman following the completion of a baccalaureate degree is \$2,700 more than the average amount of student debt owed by a man;

Whereas men still hold the vast majority of leadership positions, while women make up approximately—

(1) 6.4 percent of the chief executive officers of companies included in the S&P 500;

(2) 18 percent of Governors;

(3) 31 percent of executive officers elected in statewide elections; and

(4) 30 percent of college and university presidents;

Whereas when data is disaggregated, women of color have lower rates of—

(1) leadership positions; and

(2) science, technology, engineering, and math degrees;

Whereas despite constituting a majority in their field or industry, women remain under-represented in leadership positions and, for example, constitute—

(1) 50 percent of law school graduates over the past 20 years, but only 31 percent of non-equity partners and 21 percent of equity partners at major law firms;

(2) 76 percent of the health care workforce, but only 27 percent of the chief executive officers of hospitals; and

(3) 44 percent of all National Collegiate Athletic Association Division I, Division II, and Division III student athletes, but only 14 percent of the athletic directors in Division I sports;

Whereas since the enactment of title IX in 1972, inequities in participation opportunities for women and men NCAA athletes have persisted, with women having 60,000 fewer opportunities than men for the 2020–2021 school year;

Whereas women continue to experience sexual harassment and assault—

(1) in elementary and secondary schools;

(2) at colleges and universities; and

(3) in the workplace;

Whereas among individuals in elementary or secondary school, 1 in 4 girls will experience some form of sexual abuse before turning 18 years old, with more than 50 percent of girls in grades 7 through 12 experiencing sexual harassment;

Whereas multiple studies have confirmed that—

(1) 1 in 5 women and 1 in 4 transgender or gender non-conforming students are sexually assaulted on college campuses; and

(2) approximately 20 percent of girls have been the victims of sexual assault or attempted sexual assault while in high school;

Whereas experiencing sexual harassment and discrimination can—

(1) lead to higher rates of depression, anxiety, and suicidal ideation; and

(2) have severe educational and financial consequences and negatively impact academic achievement, including dropping out of school; and

Whereas students face pervasive discrimination and harassment on the basis of sexual orientation and gender identity in school, on college campuses, and in the workplace, which impedes the ability of the students to fully access the educational opportunities to which the students are entitled: Now, therefore, be it

Resolved, That the Senate—

(1) applauds the tremendous increase in educational opportunities for women and girls, including in sports, since the passage of title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.);

(2) encourages the Department of Education and the Department of Justice to protect the rights of students to have safe learning environments by working to ensure schools prevent and respond to discrimination and harassment on the basis of sex, including based on—

(A) pregnancy, childbirth, termination of pregnancy, and medical conditions related to pregnancy, childbirth, and termination of pregnancy;

(B) actual or perceived sexual orientation, gender identity, and sex characteristics;

(C) sex stereotypes; and

(D) sex-based harassment, including sexual harassment, sexual assault, dating violence, domestic violence, and sex-based stalking; and

(3) recognizes the work that still remains to be done to secure the rights and opportunities guaranteed by title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) that no federally funded educational institution shall discriminate against any individual on the basis of sex.

SENATE RESOLUTION 692—RECOGNIZING AND CELEBRATING THE 50TH ANNIVERSARY OF THE ENACTMENT OF TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 INTO LAW

Mrs. BLACKBURN (for herself, Mr. WICKER, Ms. ERNST, and Mrs. HYDE-SMITH) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 692

Whereas, on June 23, 1972, President Richard M. Nixon signed the Education Amendments of 1972 (Public Law 92-318; 86 Stat. 235) into law;

Whereas title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) is commonly referred to and referenced in common vernacular as “title IX”;

Whereas title IX originally read, “No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”;

Whereas Representatives Patsy T. Mink of Hawaii and Edith Green of Oregon and Senator Birch Bayh of Indiana are recognized as the early authors and sponsors of the legislative proposal that would eventually become title IX;

Whereas, on May 4, 1980, the Department of Education began enforcing title IX through the creation of the Office for Civil Rights;

Whereas, on February 26, 1992, in *Franklin v. Gwinnett County Public Schools*, 503 U.S. 60 (1992), the Supreme Court of the United States unanimously ruled that students who are subjected to sexual harassment in public schools may sue for monetary damages under title IX;

Whereas only 1 in 27 girls participated in school sports before title IX was enacted, and 2 in 5 girls now participate in school sports;

Whereas, in 1972, 12 percent more men than women received college degrees, but today, women are more likely than men to receive college degrees; and

Whereas, since title IX became the law of the land, women and girls have enjoyed increased access to higher education, graduation, athletic participation, and overall advancement in every facet of education: Now, therefore, be it

Resolved, That the Senate—

(1) recognizes and celebrates the 50th anniversary of title IX of the Education Amendments of 1972 on June 23, 2022;

(2) honors and commemorates the work of women's rights activists who led the fight for the equal treatment of men and women in education; and

(3) encourages all women and girls in the United States to continue pursuing academic and athletic accomplishments, if they so choose.