

S. RES. 372

At the request of Mr. SCHATZ, the names of the Senator from Pennsylvania (Mr. FETTERMAN), the Senator from Pennsylvania (Mr. CASEY), the Senator from New Mexico (Mr. HEINRICH), the Senator from Georgia (Mr. WARNOCK), the Senator from Maine (Mr. KING) and the Senator from Vermont (Mr. WELCH) were added as cosponsors of S. Res. 372, a resolution expressing concern about the spreading problem of book banning and the proliferation of threats to freedom of expression in the United States.

AMENDMENT NO. 1250

At the request of Mr. MORAN, the name of the Senator from Montana (Mr. DAINES) was added as a cosponsor of amendment No. 1250 intended to be proposed to H.R. 4366, a bill making appropriations for military construction, the Department of Veterans Affairs, and related agencies for the fiscal year ending September 30, 2024, and for other purposes.

## SUBMITTED RESOLUTIONS

SENATE RESOLUTION 378—EXPRESSING SUPPORT FOR THE RECOGNITION OF THE WEEK OF SEPTEMBER 25 THROUGH OCTOBER 1, 2023, AS “ASIAN AMERICAN AND NATIVE AMERICAN PACIFIC ISLANDER-SERVING INSTITUTIONS WEEK”

Ms. HIRONO (for herself, Mr. SANDERS, Mr. BROWN, Mr. CASEY, Ms. DUCKWORTH, Mr. DURBIN, Mrs. FEINSTEIN, Mr. FETTERMAN, Mr. Kaine, Ms. KLOBUCHAR, Mr. MENENDEZ, Mr. MERKLEY, Mr. PADILLA, Ms. ROSEN, Mr. SCHATZ, Ms. SMITH, Ms. STABENOW, Mr. VAN HOLLEN, Ms. WARREN, and Mr. WYDEN) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 378

Whereas the Asian American and Native American Pacific Islander-Serving Institutions Program was originally established using funds authorized by the College Cost Reduction and Access Act (Public Law 110-84; 121 Stat. 784), which was enacted on September 27, 2007;

Whereas 2023 marks the 16th anniversary of the establishment of Federal funding for Asian American and Native American Pacific Islander-Serving Institutions by Congress;

Whereas Asian American and Native American Pacific Islander-Serving Institutions are degree-granting postsecondary institutions that have an undergraduate enrollment of not less than 10 percent Asian American, Native Hawaiian, and Pacific Islander students;

Whereas the purpose of the Asian American and Native American Pacific Islander-Serving Institutions Program is to improve the availability and quality of postsecondary education programs to serve Asian American, Native Hawaiian, and Pacific Islander students;

Whereas, since 2007, more than 260 colleges and universities throughout the United States, including the United States territories in the Pacific, have been eligible for

Federal funding as Asian American and Native American Pacific Islander-Serving Institutions;

Whereas, as of the date of adoption of this resolution, there are 206 eligible Asian American and Native American Pacific Islander-Serving Institutions operating in the United States, including the United States territories in the Pacific;

Whereas, as of the 2022-2023 academic year, 58 Asian American and Native American Pacific Islander-Serving Institutions were receiving or had received Federal funding in the United States, including the United States territories in the Pacific;

Whereas Asian American and Native American Pacific Islander-Serving Institutions are of critical importance, as they enroll, support, and graduate large proportions of Asian American, Native Hawaiian, and Pacific Islander college students, the overwhelming majority of whom are first-generation and from families with low income;

Whereas Asian American and Native American Pacific Islander-Serving Institutions comprise only 6.5 percent of all institutions of higher education, yet enroll 46 percent of all Asian American, Native Hawaiian, and Pacific Islander undergraduate students in the United States, including the United States territories in the Pacific;

Whereas Asian American and Native American Pacific Islander-Serving Institutions employ many of the Asian American, Native Hawaiian, and Pacific Islander faculty, staff, and administrators in the United States;

Whereas Asian American and Native American Pacific Islander-Serving Institutions award more than 50 percent of the associate's degrees and more than 40 percent of the bachelor's degrees attained by all Asian American, Native Hawaiian, and Pacific Islander college students in the United States, including the United States territories in the Pacific;

Whereas more than 1/2 of federally funded Asian American and Native American Pacific Islander-Serving Institutions maintain an Asian American, Native Hawaiian, and Pacific Islander enrollment of more than 20 percent;

Whereas Asian American and Native American Pacific Islander-Serving Institutions play a vital role in preserving the diverse culture, experiences, heritage, and history of Asian Americans, Native Hawaiians, and Pacific Islanders;

Whereas Asian American and Native American Pacific Islander-Serving Institutions create culturally relevant academic and co-curricular programs, research, and services, which increase student retention, transfer, and graduation rates, while also enhancing the overall educational experiences of Asian American, Native Hawaiian, and Pacific Islander students;

Whereas celebrating the vast contributions of Asian American and Native American Pacific Islander-Serving Institutions strengthens the culture of the United States; and

Whereas the achievements and goals of Asian American and Native American Pacific Islander-Serving Institutions deserve national recognition: Now, therefore, be it

*Resolved*, That the Senate—

(1) recognizes the achievements and goals of Asian American and Native American Pacific Islander-Serving Institutions in their work to provide quality educational opportunities to Asian American, Native Hawaiian, Pacific Islander, and other students who attend their institutions;

(2) encourages institutions of higher education that are eligible to receive Federal funding as Asian American and Native American Pacific Islander-Serving Institutions to obtain Federal funding and establish programs to serve the unique needs of Asian

American, Native Hawaiian, and Pacific Islander students, families, and communities;

(3) recognizes 2023 as the 16th anniversary of the establishment of the Asian American and Native American Pacific Islander-Serving Institutions Program;

(4) designates the week of September 25 through October 1, 2023, as Asian American and Native American Pacific Islander-Serving Institutions Week; and

(5) calls on the people of the United States, including the United States territories in the Pacific, and interested groups to observe Asian American and Native American Pacific Islander-Serving Institutions Week with appropriate activities, ceremonies, and programs to demonstrate support for Asian American and Native American Pacific Islander-Serving Institutions.

SENATE RESOLUTION 379—EXPRESSING SUPPORT FOR THE DIPLOMATIC RELATIONS REQUIRED TO ENCOURAGE THE GOVERNMENT OF MEXICO TO FULFILL WATER DELIVERIES ON AN ANNUAL BASIS TO THE UNITED STATES UNDER THE TREATY BETWEEN THE UNITED STATES OF AMERICA AND MEXICO RESPECTING THE UTILIZATION OF WATERS OF THE COLORADO AND TIJUANA RIVERS AND OF THE RIO GRANDE

Mr. CRUZ (for himself and Mr. CORNYN) submitted the following resolution; which was referred to the Committee on Foreign Relations:

S. RES. 379

Whereas the Treaty between the United States of America and Mexico respecting the utilization of waters of the Colorado and Tijuana Rivers and of the Rio Grande, signed at Washington February 1944 (59 Stat. 1219), commits the Government of the United Mexican States to deliver to the United States a minimum of 350,000 acre-feet of water annually, measured in 5-year cycles requiring 1,750,000 acre-feet of water to be delivered;

Whereas the Government of the United Mexican States has repeatedly failed to deliver the required minimum of 350,000 acre-feet of water annually and 1,750,000 acre-feet of water during each 5-year cycle; and

Whereas such failures have contributed to water shortages for farmers in south Texas: Now, therefore, be it

*Resolved*, That the Senate—

(1) supports relations between United States diplomats and officials at the United States Section of the International Boundary and Water Commission and counterparts in the United Mexican States to secure compliance by the Government of the United Mexican States with the Treaty between the United States of America and Mexico respecting the utilization of waters of the Colorado and Tijuana Rivers and of the Rio Grande, signed at Washington February 1944 (59 Stat. 1219) (referred to in this resolution as the “Treaty”);

(2) encourages the Government of the United Mexican States to fulfill the commitment to annually deliver a minimum of 350,000 acre-feet of water to the United States;

(3) is deeply concerned that farmers in south Texas are experiencing water shortages;

(4) supports negotiations to ensure more predictable and reliable water deliveries to the United States; and

(5) encourages renewed commitments to ensure that the United States receives annual deliveries of at least 350,000 acre-feet of water under the Treaty.

**SENATE RESOLUTION 380—DESIGNATING THE WEEK OF OCTOBER 1, 2023, THROUGH OCTOBER 7, 2023, AS “RELIGIOUS EDUCATION WEEK” TO CELEBRATE RELIGIOUS EDUCATION IN THE UNITED STATES**

Mr. GRAHAM (for himself, Mr. BARASSO, Mrs. BLACKBURN, Mrs. CAPITO, Mr. CORNYN, Mr. COTTON, Mr. CRAMER, Mr. DAINES, Mr. HAGERTY, Mr. HAWLEY, Mrs. HYDE-SMITH, Mr. LANKFORD, Ms. LUMMIS, Mr. RISCH, Mr. RUBIO, Mr. SCOTT of Florida, Mr. SCOTT of South Carolina, Mr. TUBERVILLE, Mr. WICKER, and Mr. YOUNG) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 380

Whereas the free exercise of religion is an inherent, fundamental, and inalienable right protected by the First Amendment to the Constitution of the United States;

Whereas the United States has long recognized that the free exercise of religion is important to the intellectual, ethical, moral, and civic development of individuals in the United States, as evidenced by the Founders of the United States, such as—

(1) Benjamin Franklin, who believed religion to be “uniquely capable of educating a citizenry for democracy”; and

(2) George Washington, who said in his farewell address, “Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports.”;

Whereas religious education is useful for self-development because it asks students to consider and respond to questions concerning the meaning and purpose of life, engages students in questions about morality and justice, and enables students to identify their values;

Whereas studies like the one published by the International Journal of Mental Health Systems in 2019 have shown that religious education can be “instrumental to improving adolescent mental health” by helping children learn how to make decisions based on morals, promoting less risky choices, and encouraging connectedness within a community, which can enhance self-esteem and well-being;

Whereas religious education fosters respect for other religious groups and individuals generally by acknowledging a source for human dignity and worth;

Whereas the Supreme Court of the United States found in *Pierce v. Society of Sisters*, 268 U.S. 510 (1925), that the State does not have power “to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.”;

Whereas religious instruction can come from a variety of sources, including sectarian schools and released time programs;

Whereas, according to the National Center for Education Statistics, in 2015, 4,350,000 children in the United States attended sectarian elementary and secondary schools where those children received religious education; and

Whereas the Supreme Court of the United States held in *Zorach v. Clauson*, 343 U.S. 306

(1952), that State statutes providing for the release of public school students from school to attend religious classes are constitutional, and, as a result, an estimated 540,000 public school students in the United States take advantage of released time programs each year; Now, therefore, be it

*Resolved*, That the Senate—

(1) affirms the importance of religious education in the civic and moral development of the people of the United States;

(2) celebrates the schools and organizations that are engaged in religious instruction of the children of the United States to aid those children in intellectual, ethical, moral, and civic development;

(3) calls on each of the 50 States, each territory of the United States, and the District of Columbia to accommodate individuals who wish to be released from public school attendance to attend religious classes; and

(4) designates the week of October 1, 2023, through October 7, 2023, as “Religious Education Week”.

**SENATE RESOLUTION 381—SUPPORTING THE DESIGNATION OF THE WEEK OF AUGUST 28 THROUGH SEPTEMBER 1, 2023, AS “NATIONAL COMMUNITY HEALTH WORKER AWARENESS WEEK”**

Mr. CASEY (for himself, Mr. PADILLA, Ms. HIRONO, Mrs. GILLIBRAND, and Mr. BLUMENTHAL) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 381

Whereas a community health worker is a frontline public health worker who is a trusted member of the community in which the worker serves and has an unusually close understanding of that community that enables the worker to build trusted relationships, serve as a liaison between health and social services and the community, facilitate access to services, improve the quality and cultural competence of service delivery, build individual and community capacity, and increase health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support, and advocacy;

Whereas community health workers are a unique workforce, recognized in 36 States with a professional certification;

Whereas community health workers are a community-based workforce that builds relationships with those around them and helps build treatment capacity in underserved areas;

Whereas community health workers are a historic and diverse workforce that goes back hundreds of years in the United States and reflects the diversity of the country;

Whereas community health workers have been known by many different titles, including community health representatives, promotoras de salud, aunties, peers, and outreach workers;

Whereas community health workers are a cross-sector workforce that connects community members to health care and other social services, reducing barriers to health and well-being;

Whereas community health workers are a proven workforce with decades of research documenting effectiveness in maternal and child health, chronic disease interventions, immunization, oral health, HIV, primary care, and many other disciplines and have a documented return on investment for many programs;

Whereas sustainable funding of community health workers supports fair market wages

and enhanced recruitment and retention of the workforce;

Whereas community health workers fulfill a wide range of roles, including—

(1) providing cultural mediation among individuals, communities, and health and social service systems;

(2) offering culturally appropriate health education and information;

(3) offering care coordination, case management, and system navigation;

(4) providing coaching and social support;

(5) advocating for individuals and communities;

(6) building individual and community capacity;

(7) providing direct service;

(8) implementing individual and community assessments;

(9) conducting outreach; and

(10) participating in evaluation and research; and

Whereas community health worker networks are statewide, regional, or local associations or coalitions with leadership and membership that are composed of at least 50 percent community health workers, promotoras, or community health representatives and whose activities include training, workforce development, mentoring, and other initiatives to support community health worker, promotoras, and community health representative programs: Now, therefore, be it

*Resolved*, That the Senate—

(1) supports the goals and ideals of National Community Health Worker Awareness Week;

(2) recognizes the significant contributions of community health workers to the health care system and communities across the United States;

(3) encourages collaboration at the local, State, and Federal levels to raise awareness of the important role of community health workers; and

(4) supports the work of community health workers to improve health outcomes in underserved and high-need communities.

**SENATE RESOLUTION 382—RECOGNIZING THE MONTH OF OCTOBER 2023 AS FILIPINO AMERICAN HISTORY MONTH AND CELEBRATING THE HISTORY AND CULTURE OF FILIPINO AMERICANS AND THEIR IMMENSE CONTRIBUTIONS TO THE UNITED STATES**

Ms. HIRONO (for herself, Mr. BOOKER, Mr. BROWN, Ms. CORTEZ MASTO, Ms. DUCKWORTH, Mrs. FEINSTEIN, Mr. FETTERMAN, Mr. KAINE, Ms. KLOBUCHAR, Mr. MARKEY, Ms. MURKOWSKI, Mrs. MURRAY, Mr. PADILLA, Ms. ROSEN, Mr. SANDERS, Mr. SCHATZ, Mr. WARNER, and Ms. WARREN) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 382

Whereas the earliest documented Filipino presence in the continental United States was October 18, 1587, when the first “Luzones Indios” arrived in Morro Bay, California, on board the Nuestra Señora de Esperanza, a Manila-built galleon ship;

Whereas the Filipino American National Historical Society recognizes 1763 as the year in which the first permanent Filipino settlement in the United States was established in St. Malo, Louisiana;

Whereas the recognition of the first permanent Filipino settlement in the United States adds a new perspective to the history