

establish procedures for the identification of confidential information.

“(C) POTENTIAL REMEDIES.—In establishing protocols under this paragraph, the task force shall identify appropriate remedies for any potential injury suffered when confidential information is made available, including inadvertently, through the sharing of information described in this subsection.

“(3) RULE OF CONSTRUCTION.—Nothing in this subsection may be construed as superseding any other remedy available for the unauthorized disclosure of confidential information.”.

(b) TECHNICAL AND CONFORMING AMENDMENT.—The table of sections for chapter 1 of title 35, United States Code, is amended by adding at the end the following:

“15. Interagency Task Force on Patents.”.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 132—DESIGNATING MARCH 24, 2025, AS “NATIONAL WOMEN OF COLOR IN TECH DAY”

Ms. ROSEN (for herself, Mr. PADILLA, Ms. HIRONO, Ms. KLOBUCHAR, Mr. FETTERMAN, Ms. CORTEZ MASTO, Mr. BLUMENTHAL, and Mr. SCHIFF) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 132

Whereas National Women of Color in Tech Day acknowledges the challenges many women of color face in the field of technology (referred to in this preamble as “tech”) and recognizes and emphasizes the importance of women of color in tech in the United States, including—

(1) Katherine Johnson, a former engineer at the National Aeronautics and Space Administration;

(2) Marie Van Brittan Brown, who invented the first home security system; and

(3) Patricia Bath, who invented the Laserphaco Probe for the removal of cataracts;

Whereas evidence suggests that structural and social barriers in tech education, tech workforce development, the tech workforce, and venture capital investment in tech can disproportionately and negatively affect women of color;

Whereas women are underrepresented in tech, and women of color often face additional systemic barriers in the tech ecosystem specifically and in science, technology, engineering, and mathematics (referred to in this preamble as “STEM”) fields generally;

Whereas underrepresented minority students often face an opportunity gap in STEM education in the United States;

Whereas women and girls of color often face an achievement gap in science and engineering education;

Whereas women and girls overall often face a large opportunity gap in computer science; Whereas the competitiveness of the United States in the 21st-century global economy largely depends on developing STEM-literate citizens;

Whereas the demand for professionals in tech and computing fields is expected to increase substantially over the next decade;

Whereas, as of March 2023, data showed that there were more than 750,000 open and unfilled cybersecurity jobs in the United States;

Whereas increasing the number of women of color in tech will be critical to building

and maintaining a competitive tech workforce;

Whereas women of color currently make up 41 percent of the female population in the United States and are projected to make up the majority of women by 2060;

Whereas, according to the National Center for Education Statistics, women of color in the United States earned 17 percent of bachelor’s degrees and 7 percent of doctorates in STEM fields during the 2021–2022 school year;

Whereas the low number of women of color in tech positions who have not received a bachelor’s degree, but who have earned other certificates, demonstrates that women of color may not be taking sufficient advantage of alternative pathways for reskilling in computing-related areas or may not have adequate access or exposure to these pathways;

Whereas increasing the inclusion of women of color in the science and tech sectors can provide role models who can inspire students of all backgrounds and identities, including young girls of color;

Whereas diversity in any field incorporates different experiences and ideas that can ultimately lead to more creative and pioneering solutions to the current and future problems of the United States;

Whereas a May 2020 study by McKinsey and Company shows that companies with a diverse workforce often perform better, hire more qualified employees, have more engaged employees, and are better at retaining workers than companies that do not prioritize diversity;

Whereas communities of color are underrepresented in corporate leadership roles, including in the tech sector; and

Whereas a pipeline of qualified tech candidates of color is critical for future growth, particularly as the tech industry works to improve the recruiting, hiring, and retaining of candidates and employees of color: Now, therefore, be it

Resolved, That the Senate—

(1) designates March 24, 2025, as “National Women of Color in Tech Day”;

(2) recognizes the celebration of National Women of Color in Tech Day as a time to reflect on the many notable contributions that women of color have made to the field of technology in the United States;

(3) urges the people of the United States to observe National Women of Color in Tech Day with appropriate programs and activities;

(4) pledges to work to increase diversity and inclusion in the technology sector, including through robust plans to ensure recruitment, training, and retention of underrepresented minorities at all levels;

(5) commits to working to eliminate barriers to entering the technology sector faced by women of color and individuals from other underrepresented groups;

(6) reaffirms the commitment of the Senate to ensuring that all students have access to science, technology, engineering, and mathematics (referred to in this resolution as “STEM”) education for a 21st-century economy, including computer science education in particular;

(7) supports efforts to strengthen investments in, and collaborations with, educational institutions, including community colleges, historically Black colleges and universities, Hispanic-serving institutions, Asian-American, Native American, and Pacific Islander-serving institutions, Tribal Colleges and Universities, Alaska Native and Native Hawaiian-serving institutions, and other minority-serving institutions, to sustain a pipeline of diverse STEM graduates ready to enter the technology sector; and

(8) urges the President to work with Congress to improve data collection, data

disaggregation, and dissemination of information for greater understanding and transparency of diversity in STEM education and across the workforce of the United States.

SENATE RESOLUTION 133—EXPRESSING SUPPORT FOR THE LOCAL PUBLIC K–12 SCHOOLS OF THE UNITED STATES AND CONDEMNING ANY ACTIONS THAT WOULD DEFUND PUBLIC EDUCATION OR WEAKEN OR DIMINUTE THE DEPARTMENT OF EDUCATION

Mr. SCHIFF (for himself, Mr. SANDERS, Ms. HIRONO, Mr. MERKLEY, Mr. PADILLA, Mr. PETERS, Ms. ROSEN, Ms. SLOTKIN, Mr. VAN HOLLEN, Mr. WELCH, Mrs. SHAHEEN, Mr. BLUMENTHAL, Mr. MARKEY, Mr. DURBIN, Mr. WARNOCK, Mr. WYDEN, Ms. BLUNT ROCHESTER, Mr. HEINRICH, and Ms. KLOBUCHAR) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 133

Whereas the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) (referred to in this preamble as the “ESEA”) defines free public education as education that is “provided at public expense, under public supervision and direction, and without tuition charge” and “provided as elementary or secondary education in the applicable State or to preschool children”;

Whereas publicly funded local K–12 schools serve millions of students and families, including in rural and geographically isolated areas, providing economic opportunity for all;

Whereas 90 percent of students in pre-kindergarten through 12th grade in the United States attend a public school, as well as 95 percent of students with disabilities;

Whereas State and local funding for public K–12 schools varies dramatically within States and across the United States, creating additional need among schools in under-resourced communities;

Whereas the role of the Federal Government in public education has historically been to level the playing field by creating equity of opportunity for all students, regardless of their background, ability, or the State in which they are educated;

Whereas Federal funding plays a critical role in narrowing funding gaps for disadvantaged student groups, providing integrated and wraparound supports for students and families, and helping students meet challenging State academic standards and succeed in education and the workforce;

Whereas 2025 marks the 60th anniversary of the ESEA and the 50th anniversary of the Education for All Handicapped Children Act, now known as the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (referred to in this preamble as the “IDEA”);

Whereas the Department of Education Organization Act (20 U.S.C. 3401 et seq.), enacted in 1979, declares “that the establishment of a Department of Education is in the public interest, will promote the general welfare of the United States, will help ensure that education issues receive proper treatment at the Federal level, and will enable the Federal Government to coordinate its education activities more effectively”;

Whereas the Department of Education serves approximately 100,000 public K–12 schools across the country, which collectively educate more than 49,000,000 students;

Whereas reading and math scores and college degree attainment have substantially increased since the Department of Education was established;

Whereas the Department of Education's Office for Civil Rights enforces Federal laws prohibiting discrimination and harassment, and has investigated record numbers of incidents of discrimination and hate in recent years despite employing only about half of the staff the Office had when it was originally established;

Whereas the Department of Education administers grants under the IDEA to help public schools serve more than 7,500,000 students with disabilities, a substantial financial commitment that cannot reasonably be assumed by State or local governments, and provides monitoring and oversight to hold States accountable for providing a free appropriate public education for students with disabilities;

Whereas the Department of Education provides equitable supplementary funding through grants under part A of title I of the ESEA to more than 51,000 public schools serving concentrated populations of students from low-income families in rural, suburban, and urban communities;

Whereas the Department of Education provides funding through subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) to support the identification, enrollment, attendance, and success of nearly 1,400,000 students experiencing homelessness;

Whereas the Department of Education administers grants under part C of the IDEA to support the delivery of early intervention services to over 900,000 infants, toddlers, and preschoolers with disabilities;

Whereas the Department of Education directly invests in the special education teachers of the United States through grants under part D of the IDEA to support personnel development to improve services and results for children with disabilities;

Whereas the Department of Education supports parent training and information centers under part D of the IDEA to help students with disabilities and their families understand their rights and navigate the special education process;

Whereas the Department of Education directly invests in people with disabilities to pursue post-secondary education, competitive, integrated employment, and independent living by providing vocational rehabilitation services through Title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.);

Whereas the Department of Education provides protections from disability-based discrimination for students and staff in any education program or activity receiving Federal financial assistance, so all individuals with disabilities can access equal education and employment opportunities.

Whereas the Department of Education provides funding under part F of title IV of the ESEA to support full-service community schools, which partner with local stakeholders, parents, and families to provide commonsense, locally-driven solutions to the challenges students and families face, and are another major step forward in reclaiming the promise of public education;

Whereas the Department of Education provides vital support to thousands of rural school districts through the Rural Education Achievement program under part B of title V of the ESEA, which funds both the Small, Rural School Achievement grant program and the Rural and Low-Income School grant program;

Whereas the Department of Education directly invests in the quality and effectiveness of nearly 90 percent of teachers and approximately 20 percent of school leaders na-

tionwide through grants under part A of title II of the ESEA, ultimately improving retention rates, addressing the nationwide educator shortage, and improving student achievement;

Whereas the Department of Education provides supplementary funding to help more than 5,000,000 English language learners achieve language proficiency and meet State academic standards through grants under part A of title III of the ESEA;

Whereas the Department of Education provides supplementary funding to help tens of thousands of public schools provide well-rounded education, technology support, and school safety measures through grants under parts A, B, and F of title IV of the ESEA;

Whereas the Department of Education provides funds to strengthen and support career and technical education programs for more than 8,200,000 secondary students across the country through title I of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2321 et seq.);

Whereas the Department of Education provides grants under part E of title IV of the ESEA to support the work of Statewide Family Engagement Centers, which carry out parent education initiatives, family engagement programs, and family-school partnerships;

Whereas the Department of Education provides necessary oversight so that students have access to targeted interventions and services;

Whereas the Department of Education provides protections from sex-based discrimination for students and staff in any education program or activity receiving Federal financial assistance, so all individuals can access equal educational and employment opportunities;

Whereas the Department of Education invests in research to understand and disseminate information about the interventions and practices that are most effective at providing excellent educational opportunities for all students;

Whereas the Department of Education employs the smallest staff of any Cabinet agency, with the lowest overall staff-to-budget ratio of all 15 Departments;

Whereas dismantling or relocating any major offices within the Department of Education may substantially disrupt program administration and create a delay or loss of vitally important funding for public schools across the United States; and

Whereas, without Federal investment, State and local educational agencies would be forced to enact drastic funding cuts that will disproportionately affect students from rural areas, low-income families, students of color, and students with disabilities, as well as harm United States competition in the global economy; Now, therefore, be it

Resolved, That the Senate—

(1) strongly supports Federal investment in public K–12 schools and the students and families served by such schools;

(2) affirms that the Department of Education plays a vital role in the public education system of the United States;

(3) affirms that the Federal Government's investment is important to the success of public schools, and investment in public education should not be diverted, including through the use of vouchers, to privately-run K–12 schools; and

(4) condemns any executive or legislative action that would—

(A) dismantle or relocate major offices within the Department of Education;

(B) dismantle or relocate the Department of Education; or

(C) reduce Federal funding for public education, block major Federal grant programs for education, or transfer funding burdens

for education to State and local governments.

SENATE RESOLUTION 134—DESIGNATING MARCH 15, 2025, AS “NATIONAL OSCEOLA TURKEY DAY”

Mr. SCOTT of Florida (for himself and Mrs. MOODY) submitted the following resolution; which was considered and agreed to:

S. RES. 134

Whereas wild turkey has been an important part of the history and family traditions of the United States;

Whereas wild turkey was on the table at the very first Thanksgiving, and turkey continues to be a mainstay during many holiday traditions;

Whereas wild turkey is a healthy, organic, and delicious source of lean protein;

Whereas, in the United States, turkey hunters have spent approximately \$76,900,000 per year since 1985 with an economic impact of \$128,700,000 annually;

Whereas Florida has a rich history of wild turkey hunting, management, and research;

Whereas Florida is home to the Wild Turkey Cost Share Program, which is the largest public-private partnership program in the United States for the maintenance of wild turkey habitat on wildlife management areas and other public lands open to hunting;

Whereas, since the Wild Turkey Cost Share Program began in 1994, upwards of 1,000,000 acres of upland habitat have received funding for turkey habitat management efforts;

Whereas, in the 2024 Florida spring wild turkey season, an estimated 31,085 hunters participated in turkey hunting, including an estimated 5,453 non residents of the Sunshine State;

Whereas, in Florida, revenue generated from the sale of wild turkey permits is used for conservation, research, and management of wild turkeys or promoting the cultural heritage of hunting;

Whereas turkey hunters are an important part of the Wild Turkey Cost Share Program, and the money generated from the sale of turkey permits, which are a requirement for hunting wild turkeys in Florida unless exempt, allows the Florida Fish and Wildlife Conservation Commission to make significant contributions to the Wild Turkey Cost Share Program each year;

Whereas Florida is home to 2 subspecies of wild turkey, the eastern wild turkey and the Osceola or Florida wild turkey;

Whereas the Osceola is 1 of 5 subspecies of wild turkey in North America;

Whereas the Osceola turkey exists only in peninsular Florida;

Whereas the Osceola subspecies of wild turkey is often perceived as mysterious and the most difficult to harvest because of its small geographic range and the often swampy habitat where it is found;

Whereas hunters in pursuit of the 4 subspecies of turkey in the United States, known as a “Grand Slam”, are required to hunt in Florida; and

Whereas March 1, 2025, is the opening day of turkey harvesting season in part of Florida, and March 15, 2025, is the opening day for the entire State of Florida: Now, therefore, be it

Resolved, That the Senate—

(1) designates March 15, 2025, as “National Osceola Turkey Day”; and

(2) encourages the people of the United States to observe National Osceola Turkey Day with appropriate ceremonies and activities.