

training at that level, creating a discrepancy that may limit growth in changing industries such as health care, manufacturing, and information technology;

Whereas 76 percent of business leaders say greater investment in skills training would help their businesses;

Whereas, during the first 6 months of 2020 in the United States—

(1) tens of millions of individuals filed for unemployment benefits;

(2) more than 50 percent of job losses were concentrated among workers earning less than \$40,000 per year; and

(3) workers with a high school diploma or a lower level of educational attainment were displaced from jobs at nearly 3 times the rate of workers with a bachelor's degree;

Whereas, in 2014, Congress reauthorized the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) with overwhelming bipartisan support in recognition of the need to strengthen the focus of the United States on the skills necessary to fill jobs in local and regional industries;

Whereas the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) supports employment, training, and support services for individuals with barriers to employment, including—

(1) individuals who are low-income;

(2) individuals who are out of work, including the long-term unemployed;

(3) individuals displaced by outsourcing;

(4) individuals living in rural areas or areas with persistently high unemployment;

(5) individuals looking to learn new skills; and

(6) individuals with disabilities;

Whereas the more than 550 workforce development boards and 2,500 American Job Centers are a driving force behind growing regional economies by providing training, resources, and assistance to workers who aim to compete in the 21st century economy;

Whereas ongoing State and local implementation of the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) provides unprecedented opportunities to develop the skills of workers in the United States through access to effective workforce education and training, including the development and delivery of proven strategies such as sector partnerships, career pathways, integrated education and training, work-based learning models, and paid internships;

Whereas, in 2018, programs authorized under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)—

(1) served nearly 6,000,000 young people and adults;

(2) exceeded employment targets across all programs; and

(3) helped more than 1,500,000 individuals, including English language learners, gain skills and credentials to help the individuals succeed in the labor market;

Whereas State programs established under the Wagner-Peyser Act (29 U.S.C. 49 et seq.)—

(1) ensured that more than 5,400,000 unemployed workers, including more than 500,000 veterans, had access to career services through American Job Centers in 2018; and

(2) are a foundational part of the workforce development system;

Whereas workforce development programs will play a critical role in addressing the expected 2,400,000 unfilled manufacturing jobs over the next decade;

Whereas community colleges and other workforce development training providers across the United States are well situated—

(1) to train the next generation of workers in the United States; and

(2) to address the educational challenges created by emerging industries and technological advancements;

Whereas participation in a career and technical education (referred to in this preamble as “CTE”) program decreases the risk of students dropping out of high school, and all 50 States and the District of Columbia report higher graduation rates for CTE students, as compared to other students;

Whereas community and technical colleges operate as open access institutions serving millions of students annually at a comparatively low cost;

Whereas the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224; 132 Stat. 1563) supports the development and implementation of high-quality CTE programs that—

(1) combine rigorous academic content with occupational skills; and

(2) served approximately 12,500,000 high school and college students between 2018 and 2019;

Whereas there are more than 500,000 registered apprentices in the United States, and there is growing and bipartisan support for expanding earn-and-learn strategies to help current and future workers gain skills and work experience;

Whereas the federally supported workforce system and partner programs—

(1) have helped rebuild the economy of the United States and provide increased economic opportunities; and

(2) provide a pathway into 21st century jobs that support families while ensuring that businesses in the United States find the skilled workforce needed to compete in the global economy; and

Whereas workforce development is crucial to sustaining economic security for workers in the United States: Now, therefore, be it

Resolved, That the Senate—

(1) designates September 2020 as “National Workforce Development Month”;;

(2) supports Federal initiatives to promote workforce development; and

(3) acknowledges that workforce development plays a crucial role in supporting workers and growing the economy.

SENATE RESOLUTION 691—EX-PRESSING SUPPORT FOR EVIDENCE-BASED PROGRAMS THAT FACILITATE SOCIAL AND EMOTIONAL LEARNING DURING AND BEYOND THE COVID-19 PANDEMIC

Mr. BLUMENTHAL (for himself, Mr. DURBIN, Ms. HASSAN, and Mr. KING) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 691

Whereas a positive school culture is important for students, teachers, and staff to feel safe, valued, engaged, included, and respected;

Whereas students face intense academic and social pressures in school, including stress, bullying, and social isolation;

Whereas students face increasing anxiety as the COVID-19 pandemic continues, as a result of—

(1) social distancing requirements and increasing social isolation;

(2) fear of illness for themselves and peers;

(3) uncertainty of the future for themselves and schooling; and

(4) financial insecurity that results in hunger or stress at home;

Whereas, when these concerns or childhood trauma are not addressed appropriately, anxiety, depression, social withdrawal, disruptive behavior, drug and alcohol abuse, and violence can result;

Whereas skills developed through social and emotional learning equip young people to handle the challenges they face and help them succeed not just as students, but as healthy and caring adults, productive workers, and engaged citizens;

Whereas social and emotional learning is defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills associated with social and emotional competency, including the ability to—

(1) identify, understand, and manage emotions;

(2) set and achieve positive goals;

(3) feel and show empathy for others;

(4) establish and maintain positive relationships; and

(5) make responsible decisions;

Whereas social and emotional learning programs can be effectively integrated into schools through classroom instruction, both in-person and virtually, and other schoolwide activities that—

(1) provide instruction for school leaders, educators, and staff on social and emotional learning, so they can both model these skills for students and benefit from them personally and professionally;

(2) integrate social and emotional learning through family engagement and in the school curriculum, through instruction and, in some cases, playful learning;

(3) provide systematic instruction in which skills are taught, modeled, practiced, and applied in daily behavior; and

(4) establish safe and caring learning environments that foster student participation, engagement, and connection to their school community;

Whereas social and emotional skills are both teachable and measurable, and evidence-based social and emotional learning programs have already been successfully implemented in schools across the country for students in preschool through high school;

Whereas students exposed to social and emotional learning programs have improved academic outcomes, including greater motivation to learn and commitment to school, increased time devoted to schoolwork and mastery of subject matter, and improved attendance, graduation rates, grades, and test scores;

Whereas these positive outcomes increase in students who are involved in social and emotional learning programs by an average of 11 percentage points over students who are not involved in such programs;

Whereas social and emotional learning programs can mitigate the impact of childhood trauma and also result in reduced problem behavior, improved health outcomes, a lower rate of violent delinquency, and a lower rate of heavy alcohol use;

Whereas programs that increase student connectedness and raise awareness about social isolation have been shown to reduce bullying and improve school climate; and

Whereas social and emotional learning programs help young people appreciate the importance of developing and sustaining positive interpersonal relationships and inclusive communities: Now, therefore, be it

Resolved, That the Senate—

(1) supports the goals of evidence-based social and emotional learning programs;

(2) encourages schools and communities to implement programs to facilitate social and emotional learning in both in-person curriculum and virtual curriculum; and

(3) encourages schools to conduct regular in-person and virtual training of their staff to ensure social and emotional learning programs can evolve, grow, and build capacity as needed.

AUTHORITY FOR COMMITTEES TO
MEET

Mr. McCONNELL. Mr. President, I have a request for one committee to meet during today's session of the Senate. It has the approval of the Majority and Minority leaders.

Pursuant to rule XXVI, paragraph 5(a), of the Standing Rules of the Senate, the following committee is authorized to meet during today's session of the Senate:

COMMITTEE ON FOREIGN RELATIONS

The Committee on Foreign Relations is authorized to meet during the session of the Senate on Monday, September 14, 2020, at 3:30 p.m., to conduct a hearing.

NATIONAL WORKFORCE
DEVELOPMENT MONTH

Mr. McCONNELL. Mr. President, I ask unanimous consent that the Senate proceed to the consideration of S. Res. 690, submitted earlier today.

The PRESIDING OFFICER. The clerk will report the resolution by title.

The senior assistant legislative clerk read as follows:

A resolution (S. Res. 690) designating September 2020 as "National Workforce Development Month".

There being no objection, the Senate proceeded to consider the resolution.

Mr. McCONNELL. I know of no further debate on the resolution.

The PRESIDING OFFICER. If there is no further debate, the question is on the adoption of the resolution.

The resolution (S. Res. 690) was agreed to.

Mr. McCONNELL. Mr. President, I ask unanimous consent that the preamble be agreed to and the motions to reconsider be considered made and laid upon the table with no intervening action or debate.

The PRESIDING OFFICER. Without objection, it is so ordered.

The preamble was agreed to.

(The resolution, with its preamble, is printed in today's RECORD under "Submitted Resolutions.")

ORDERS FOR TUESDAY,
SEPTEMBER 15, 2020

Mr. McCONNELL. Mr. President, I ask unanimous consent that when the Senate completes its business today, it adjourn until 10 a.m., Tuesday, September 15; further, that following the prayer and pledge, the morning hour be deemed expired, the Journal of proceedings be approved to date, the time for the two leaders be reserved for their use later in the day, and morning busi-

ness be closed; further, that following leader remarks, the Senate proceed to executive session to resume consideration of the Scarsi nomination under the previous order; finally, that the Senate recess from 12:30 p.m. until 2:15 p.m. to allow for the weekly conference meetings.

The PRESIDING OFFICER. Without objection, it is so ordered.

ADJOURNMENT UNTIL 10 A.M.
TOMORROW

Mr. McCONNELL. Mr. President, if there is no further business to come before the Senate, I ask unanimous consent that it stand adjourned under the previous order.

There being no objection, the Senate, at 6:45 p.m., adjourned until Tuesday, September 15, 2020, at 10 a.m.

NOMINATIONS

Executive nominations received by the Senate:

IN THE ARMY

THE FOLLOWING NAMED OFFICERS FOR APPOINTMENT IN THE UNITED STATES ARMY TO THE GRADE INDICATED UNDER TITLE 10, U.S.C., SECTION 624:

To be major general

BRIG. GEN. SEAN C. BERNABE
BRIG. GEN. PATRICK D. FRANK