

The role of school psychologists is diverse. School psychologists may help deliver mental health services as well as academic support. These individuals may also help to assess students to determine what learning barriers they face and how best to address those barriers.

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The theme of this year's National School Psychology Week is "today is a good day to shine." This theme focuses on highlighting the positive work school psychologists do to promote students' academic and personal success. We recognize National School Psychology Week to show our support for the efforts school psychologists make to create a healthy, safe, and positive learning environment. I stand in support of this resolution.

Mr. LOEBSACK. Mr. Speaker, I rise today in support of H. Res. 1645, designating the week of November 8th as National School Psychology Week. I introduced this Resolution in support of National School Psychology Week because, were it not for caring adults in my school and my community, I would not be where I am today. I know from my own childhood how circumstances outside school can affect a student's performance in the classroom, so I believe it is extremely important that our schools have professionals trained to meet students' nonacademic needs.

School psychologists perform a myriad of functions within schools. They work with students to improve social, emotional, and behavioral problems that may affect their ability to succeed in school, assess barriers to learning, and design and implement behavioral interventions that help teachers create positive classroom environments.

That is why I would like to take this opportunity to honor and recognize the professionals that work so hard for our children and grandchildren in schools across the country. Your efforts on behalf of our nation's students are appreciated.

Mr. JOHNSON of Georgia. Mr. Speaker, I rise today to applaud the actions of the House of Representatives in honoring and recognizing the contributions of school psychologists by designating the week of November 8, 2010 as National School Psychology Week. I proudly support H. Res. 1645 and urge my colleagues to support this important piece of legislation.

During the week of November 8, 2010, we will celebrate the critical role that school psychologists have in our nation's education system. It is imperative that our nation's children receive a complete education. While it is essential that our children take reading, writing, and arithmetic, a complete education includes proper social, emotional, and mental development. School psychologists ensure that our nation's children are receiving the mental health and psychological development they need to prosper in this world. School psychologists work with teachers, coaches, and guidance counselors to educate the whole child. School psychologists play a vital role in the lives of our nation's children as they are often the first and only mental health professionals with which our children come in contact.

School psychologists are highly trained individuals that work directly with students, teach-

ers, and families to form collaborations that meet the educational needs of our children. The National Association of School Psychologists establishes and maintains high standards for training, practice, and school psychologist credentialing. School psychologists play a special role in promoting child development, motivating students, and forming collaborations between teachers, families, and administrators.

I take this time to especially thank the school psychologists in my home state of Georgia for all of their hard work and dedication. I encourage all of my constituents in the Fourth District to join in recognizing school psychologists and the vital role they have in educating our children.

I join the Chairman in urging my colleagues to support this resolution.

Mr. CASSIDY. I yield back the balance of my time.

Ms. HIRONO. Mr. Speaker, in closing, I would once again urge my colleagues to support House Resolution 1645. It takes many people to enable a child to succeed, and school psychologists are definitely among those.

I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Hawaii (Ms. HIRONO) that the House suspend the rules and agree to the resolution, H. Res. 1645.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

#### AMERICAN MANUFACTURING EFFICIENCY AND RETRAINING INVESTMENT COLLABORATION ACHIEVEMENT WORKS ACT

Ms. HIRONO. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4072) to require that certain Federal job training and career education programs give priority to programs that provide a national industry-recognized and portable credential, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4072

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. SHORT TITLE.

This Act may be cited as the "American Manufacturing Efficiency and Retraining Investment Collaboration Achievement Works Act" or the "AMERICA Works Act".

#### SEC. 2. INDUSTRY-RECOGNIZED AND NATIONALLY PORTABLE CREDENTIALS FOR JOB TRAINING PROGRAMS.

(a) WORKFORCE INVESTMENT ACT OF 1998.—

(1) GENERAL EMPLOYMENT AND TRAINING ACTIVITIES.—Section 134(d)(4)(F) of the Workforce Investment Act of 1998 (29 U.S.C. 2864(d)(4)(F)) is amended by adding at the end the following:

"(iv) PRIORITY FOR PROGRAMS THAT PROVIDE AN INDUSTRY-RECOGNIZED AND NATIONALLY PORTABLE CREDENTIAL.—In selecting and approving training services, or programs of training services, under this section, a one-stop operator and employees of a one-stop center referred to in subsection (c) shall give

priority consideration to services and programs (approved by the appropriate State agency and local board in conjunction with section 122) that lead to a credential that is in high demand in the local area served and listed in the registry described in section 3(b) of the AMERICA Works Act."

(2) YOUTH ACTIVITIES.—Section 129(c)(1)(C) of the Workforce Investment Act of 1998 (29 U.S.C. 2854(c)(1)(C)) is amended—

(A) by redesignating clauses (ii) through (iv) as clauses (iii) through (v), respectively; and

(B) inserting after clause (i) the following: "(ii) training (with priority consideration given to programs that lead to a credential that is in high demand in the local area served and listed in the registry described in section 3(b) of the AMERICA Works Act, if the local board determines that such programs are available and appropriate);"

(b) CAREER AND TECHNICAL EDUCATION.—

(1) STATE PLAN.—Section 122(c)(1)(B) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2342(c)(1)(B)) is amended by striking the semicolon at the end and inserting the following: "and, with respect to programs of study leading to an industry-recognized credential or certificate, will give priority consideration to programs of study that—

"(i) lead to an appropriate (as determined by the eligible agency) skills credential (which may be a certificate) that is in high demand in the area served and listed in the registry described in section 3(b) of the AMERICA Works Act; and

"(ii) may provide a basis for additional credentials, certificates, or degrees;"

(2) USE OF LOCAL FUNDS.—Section 134(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2354(b)) is amended—

(A) in paragraph (1), by striking ";" and inserting a semicolon;

(B) in paragraph (12)(B), by striking the period and inserting "; and"; and

(C) by adding at the end the following:

"(13) describe the career and technical education activities supporting the attainment of industry-recognized credentials or certificates, and how the eligible recipient, in selecting such activities, gave priority consideration to activities supporting high-demand registry skill credentials described in section 122(c)(1)(B)(i)."

(3) TECH-PREP PROGRAMS.—Section 203(c)(2)(E) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2373(c)(2)(E)) is amended by striking "industry-recognized credential, a certificate," and inserting "industry-recognized credential or certificate (such as a high-demand registry skill credential described in section 122(c)(1)(B)(i))."

#### SEC. 3. SKILL CREDENTIAL REGISTRY.

(a) DEFINITIONS.—In this section:

(1) COVERED PROVISION.—The term "covered provision" means any of sections 129 and 134 of the Workforce Investment Act of 1998 (29 U.S.C. 2854, 2864) and section 122(c)(1)(B) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2342(c)(1)(B)).

(2) INDUSTRY-RECOGNIZED.—The term "industry-recognized", used with respect to a credential, means a credential that—

(A) is sought or accepted by companies within the industry sector involved as recognized, preferred, or required for recruitment, screening, or hiring; and

(B) is endorsed by a nationally recognized trade association or organization representing a significant part of the industry sector.

(3) NATIONALLY PORTABLE.—The term "nationally portable", used with respect to a credential, means a credential that is sought