

## Pour Lire Au Couvent



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### ***Reviews***

*The best book i at any time read. I am quite late in start reading this one, but better then never. I realized this publication from my dad and i advised this book to understand.*  
**(Raina Simonis)**

## POUR LIRE AU COUVENT



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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 68 pages. LC Number: KF27 . E3397 2007f OCLC Number: (OCoLC)212408438 Subject: Occupational training -- Law and legislation -- United States. Excerpt: . . . g which will be made part of the permanent record. I now recognize myself, followed by the ranking member, for an opening statement. Welcome. Welcome to the second hearing on the reauthorization of Workforce Investment Act of the Subcommittee on Higher Education, Lifelong Learning and Competitiveness. Our ability to compete in a global marketplace is directly tied to the capacity of our workforce. It is essential that we take this opportunity of the reauthorization of the Workforce Investment Act to prepare for the challenges ahead. With the retirements of the baby boom generation, we are facing an exodus of highly skilled, highly educated individuals from the workforce. The workforce development system for the 21st century must find ways to maximize ongoing participation from older workers who want to continue working. Our system must also value and develop the talents of all of its workers, especially those with disabilities. The return on investment in reducing or eliminating the need for public assistance and enabling a person with disabilities to fully participate in the workplace and in their communities is enormous. Today, our vocational and rehabilitation services programs are strained beyond their capacity. There are long and growing waiting lists for services. We need to make sure that the V. R. system is equipped to handle the increased demand. Our workforce system must also be integrated with our education system. We also know that our future workforce will increasingly come from minority communities. Forty-two percent of our public school children are racial or ethnicity minorities. We are not equipping these young people for the demands...



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