



## Texas Workforce Investment Council

# Policy News Highlights

Issue 11, Quarter 3, September 2010

**Texas Workforce Investment Council – Policy News Highlights** is a quarterly review of selected reports relevant to the policy and research functions of the Texas Workforce Investment Council (TWIC). Federal and state agency websites, in addition to numerous public policy and educational databases are scanned monthly for relevant and emerging issues. Reports are catalogued and stored electronically in TWIC’s Information Repository (IR). Topic areas include: economic development; higher education; K-12 education; literacy and adult education (AE); and skills, training and employment.

**Policy News Highlights** is organized into three sections, beginning with selected articles that focus on workforce trends and issues that have received heightened attention over the previous months. The second section contains abbreviated summaries of recent articles of interest to the Council and the final section consists of a comprehensive list of all articles and their sources that were added to the IR in the last quarter.

## This Quarter’s Selected Articles

*Talent Has No Boundaries.*  
Workforce Diversity **INCLUDES** Workers With Disabilities.



Beverly Fuqua studied fine arts and graphic design at Southeastern Oklahoma State University, where she studied under Dr. Max McClendon. She now lives in Irving, which she has called home since 1978. She made a commitment to her art by starting her own commercial art business and exhibited in and around the Dallas/Fort Worth Metroplex as well as nationally. In 1992, Ms. Fuqua's health started to fail due to a rare genetic disorder (Osteogenesis Imperfecta). She considered it an opportunity to allow her more time to paint. In 2000, she started exhibiting again through the Irving Art Association as well as participating in art competitions. Ms. Fuqua started ACAR, Inc. (Art for Children and Adults at Risk, Inc.), a non-profit organization that provided fine art to aid people with physical, emotional or mental disabilities, to help build self esteem and confidence. Ms. Fuqua has won many awards and also teaches "Learning to Draw" workshops. As an animal lover, she favors animal subjects, although she does not limit her artistic scope. Her style varies from realism to surrealism, and her mediums vary from acrylic, water-miscible oils, graphite and color pencil, pastel. Ms. Fuqua does a series of commissioned works for those who wish to immortalize their own beloved pets called "Unconditional Love."



TITLE: "Oasis (to rhyme with Melissa)"  
The dog in the painting is Otis, Ms. Fuqua's service animal from PAWS with a Cause

**OCTOBER 2010  
NATIONAL DISABILITY EMPLOYMENT  
AWARENESS MONTH**



Texas Governor's Committee on People with Disabilities

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October is National Disability Employment Awareness Month. Congress intended this designation to raise public awareness of the significant workplace contributions made by American workers with disabilities to the nation’s economy. In addition, 2010 commemorates several historic legislative acts passed to secure and strengthen the rights of the disabled community. The Americans with Disabilities Act (ADA), which supports access and opportunity for millions of Americans with disabilities, marks its 20th anniversary. 2010 is the 25th anniversary of the Individuals with Disabilities Education Act (IDEA), which provides the framework for delivery of early intervention and special education services to over 6.5 million children and youth at the state level across the country. It also is the 90th anniversary of the Smith-Fess Act, or the Civilian Vocational Rehabilitation Act, which many consider to be the starting point for public vocational rehabilitation programs in the U.S. The IR has several new articles relating to disabilities in the workplace and four are featured below in this issue of *Policy News Highlights*.

**Highlights of a Forum: Actions that Could Increase Work Participation for Adults with Disabilities** was published in July by the U.S. Government Accountability Office (GAO). The forum was convened March 16, 2010 to examine policy strategies for helping adults with disabilities improve and increase their participation in the workplace. The forum included representatives of the federal government, researchers, disability advocates, and medical and vocational service providers, all concentrating on improving outcomes at the individual, employer and federal levels. Current census data indicates that while 40 percent of Americans with disabilities are working, the unemployment rate is high for people with disabilities who would like to work but are not.

The paper identifies ways to increase worker participation for people with disabilities from both employer and individual perspectives. For example, incentives encouraging individuals with disabilities to work should include a component that strengthens the basic supports and services upon which they depend daily.

A significant problem at present is that many programs are structured to provide housing, income, or other supports only if a person with a disability does not work. Therefore, incentives should be aligned to make working a beneficial option to employees, rather than one that may risk severance of benefits. With regard to employers, an information campaign was proposed to educate them regarding the financial benefits of retaining employees with disabilities or facilitating their return to work. Such a policy would reduce staff turnover, preserve institutional knowledge, and retain employer investment in skills training, all the while clearly benefitting the employee.

The paper emphasized that in light of current economic and fiscal limitations, collaboration among advocates, business leaders and government leaders is key. Forum participants agreed that strong leadership from the federal executive and legislative branches is needed to achieve an efficient level of coordination. In addition to the three perspectives on disability employment, this brief contains a table of key services and supports available to adults with disabilities, along with the challenges facing many of these programs. ★

**Persons with A Disability: Labor Force Characteristics —2009**, is the first news release focusing on the employment status of persons with a disability published by the U.S. Bureau of Labor Statistics (BLS). It was based on data obtained through the Current Population Survey (CPS), which is a monthly employment survey of approximately 60,000 U.S. households. Starting in June 2008, the CPS began including questions designed to identify individuals with disabilities aged 16 and over. Some highlights from this news release are:

- For all age groups, the employment-population ratio was much lower for persons with a disability than for persons with no disability.
- The unemployment rate of persons with a disability was well above the rate of persons with no disability.
- Persons with a disability were over three times as likely as persons with no disability to be age 65 or over.
- Nearly one-third of workers with a disability were employed part time, compared with about one-fifth of workers with no disability.

The news release contains additional detail of employment breakdowns for the disabled population in the areas of demographic characteristics and educational levels. For example, persons with disabilities at all educational levels were less than half as likely to be employed as their counterparts who did not have a disability. ★

**American Rehabilitation** is a magazine published quarterly by the Rehabilitative Services Association. **Celebrating 90 Years: Creating our Vision for 2020**, is a special collaborative issue marking the anniversaries of important federal disabilities legislation and paying tribute to some of the pioneering leaders within the field of vocational rehabilitation. There are several essays about Mary Elizabeth Switzer, 1900-1971, who devoted 48 years of her professional life to working in the federal government to make it more responsive to the millions of Americans with disabilities. Miss Switzer championed rehabilitation as an opportunity for training and skill development to which all persons with



disabilities are entitled. She argued that this opportunity was just as essential to persons with disabilities for securing independence and jobs as it was to other Americans. She advocated the importance of achieving personal satisfaction and better self-esteem for

people with disabilities. When she retired, Mary Elizabeth Switzer held the largest administrative responsibility of any woman in the federal government and was touted as “one of the ten career civil servants who has rendered the most to the nation throughout its entire history.” Her influence reached worldwide. She held 16 honorary degrees and was the first woman for whom a government building was named by an act of Congress. A tireless advocate known for her charm and wit, Miss Switzer is still quoted for her many aphorisms.

***"It's not what you have lost that matters, but what you have left that counts."***

***-Mary Elizabeth Switzer***

*Celebrating 90 Years* acknowledges another vocational rehabilitation pioneer, Boyce R. Williams, who lived from 1910-1998. Having lost his hearing at age 17 when he contracted spinal meningitis, Mr. Williams' calling was as an advocate for the deaf and hard of hearing. Mr. Williams worked closely with Mary Elizabeth Switzer and succeeded at establishing the Registry of Interpreters for the Deaf, the National Theater for the Deaf, and the Model State Plan for Rehabilitation of the Deaf that gave states guidelines for developing programs for the deaf and hard of hearing.

*Celebrating 90 Years* is also a retrospective detailing various programs and acts, such as the American Indian Vocational Rehabilitation Program and the Randolph-Sheppard Act. In 1936, Texas Senator John Morris Sheppard co-authored this important federal legislation granting priority to entrepreneurs who are blind, to operate vending facilities on any federal property. Priority or preference laws are now

found in nearly every state, and frequently extend to county and municipal buildings. The Randolph-Sheppard programs have enabled thousands of visually impaired persons to achieve personal and economic independence. In 2008 alone, gross sales for the program were over \$723 billion, clearly representing a positive impact in the lives of persons who are blind, their families, their employees, and those whom they serve. ★

### ***Charting the Course – Supporting the Career Development of Youth with Learning Disabilities***

was produced by the National Collaborative on Workforce and Disability for Youth. This group is charged with aiding education and workforce development organizations in their efforts to successfully transition youth to the workplace. *Charting the Course* is a guide written for administrators and policymakers working in secondary and postsecondary education programs, transition programs, One-Stop Career Centers, community rehabilitation programs, and youth employment programs. It targets young people between the ages of 14 and 25, a range aimed at the many programs serving transition-age youth.

The guide gives an overview of learning disabilities (LDs) and defines them as a group of disorders made apparent by an individual's difficulty in acquiring listening, speaking, reading, writing or mathematical skills. LDs are neurological in nature, intrinsic to the individual, and not the result of insufficient instruction. They are prevalent in our society, as the National Institute of Health estimates that 15 to 20 percent of the general population has some form of LD.

*Charting the Course* states that people with LDs are more likely to be unemployed or underemployed than those without. It emphasizes that the non-academic characteristics of LDs such as attention deficits, reasoning, communication, coordination, and emotional immaturity may have more negative impact on a person's struggle to retain employment than the aspects of LDs associated with poor academic performance. Thus, one of the key messages of this guide is that young people with LDs can strongly benefit from an approach that focuses more on skill and training acquisition than on academic remediation. Support for this is drawn from the Rehabilitation

Act of 1973 that focuses less on academic intervention and more on the mitigation of the vocational and social elements that come with LDs.

*Charting the Course* is written to increase awareness that the nation’s workforce development system serves innumerable youth who have LDs that have either never been diagnosed, or who prefer not to acknowledge them. As a guide, this

publication contains a bounty of quick reference charts, tables, and tools. Beyond these tools, the guide contains in-depth information for practitioners working directly with youth, and who need to know more about various types of disabilities, how they impact people, what supports are needed, and when and where. It also has information about the latest research-based interventions. ★

What is a Learning Disability?	
Although primarily thought of as academic in nature (as their name implies), learning disabilities can profoundly impact the vocational and social development of youth and young adults, and often require support and interventions above and beyond those typically provided in many educational, employment, and social settings.	
Because learning disabilities are processing disorders, low intelligence quotient (IQ) is not an indicator or diagnostic component. In fact, many people with learning disabilities have above average or superior IQs but may have difficulties in one or more of these areas:	
<ul style="list-style-type: none"> <li>• attention span and impulsivity</li> <li>• memory and recall</li> <li>• following directions</li> <li>• discriminating between/among letters, numerals, or sounds</li> <li>• reading comprehension and/or writing</li> <li>• spelling and decoding</li> </ul>	<ul style="list-style-type: none"> <li>• eye-hand coordination or motor skills</li> <li>• sequencing</li> <li>• mathematical concepts and calculations</li> <li>• expressive language processing</li> <li>• receptive language processing</li> <li>• organization</li> <li>• social judgment and social interaction</li> </ul>
<p><i>The limited ability to process certain information in certain learning contexts is at the core of a learning disability.</i> —<i>Charting the Course - Supporting the Career Development of Youth with Learning Disabilities</i></p>	

## Of Interest - Abbreviated Summaries

### Economic Development

**Federal Register Notice**, Notice of Comments Received and Final Definition of Green Jobs, September 21, 2010.

The Bureau of Labor Statistics (BLS) has just published a *Federal Register* Notice of its final definition for the term, “green jobs.” The importance and the need for a uniform definition of green jobs has been written and discussed extensively over the last few years as policymakers, employers, and workforce stakeholders have studied the impact of green jobs on the economy. The Notice includes a summary of comments regarding the definition received by BLS in response to its March 16, 2010 request, also in the *Federal Register*. BLS plans to use this final definition in data collection related to green jobs beginning in 2011. The Notice lists the industries

where green goods and services are classified, and details how BLS will approach its data collection. The final definition as excerpted follows:

***Final BLS definition of green jobs.***

**BLS has developed this definition of green jobs for use in data collection in two planned surveys.**

**Green jobs are either:**

**A. Jobs in businesses that produce goods or provide services that benefit the environment or conserve natural resources.**

**B. Jobs in which workers’ duties involve making their establishment’s production processes more environmentally friendly or use fewer natural resources.**



## Higher Education

### ***Community Colleges Get to Work: Adopting Work-Based Learning in Partnership with Health Care Employers***, Jobs for the Future, August 2010.

Jobs to Careers is a large-scale national initiative supported by the Robert Wood Johnson Foundation, the Hitachi Foundation, and the U.S. Department of Labor. It is managed by Jobs for the Future, a partnership of policymakers, local governments and educators working to advance students and workers in their learning and careers. Demand for health care is rising, as is the demand for increased numbers of frontline health care workers to provide direct services to the public. Specifically, the Jobs to Careers initiative is aimed at developing new ways to assist frontline health care workers improve their skills and build sustainable careers, while enabling health care providers to improve patient care and health services. Jobs to Careers has engineered 17 partnerships between health care employers and institutes of higher learning to create and deliver work-based learning strategies.

Community colleges are significant providers of both education and skills training for frontline health care workers, many of whom work in widely varying occupations, including medical assistant, social worker and home health aides. In fact, community colleges are working more and more with regional health care employers to design new educational models. Work-based learning is a model that combines the expertise of community colleges with that of health care providers in a way that gives frontline health care workers better training and the chance to advance in their careers. Work-based learning allows workers to obtain skills and training while they are on the job and alongside peers pursuing similar goals. It also addresses the needs of those frontline workers who are unable to take time off to return to school or pursue formal education. Importantly, work-based learning also benefits employers because they can provide better services, reduce turnover, improve employee morale and spend less time and money on recruitment. Furthermore, community colleges also benefit because work-based programs are a way to expand access to education and training,

attract students likely to complete certifications, attract instructors, and increase revenues through increased enrollment. *Community Colleges Get to Work* details the programs and success of two community colleges in particular, Bristol Community College in Massachusetts and Leeward Community College in Hawaii. It also makes mention of work at Austin Community College and Workforce Solutions Capital Area, Austin, Texas. ★

#### **Austin Community College & Workforce Solutions - Capital Area Workforce Board Austin, Texas**

Through *Jobs to Careers*, Austin Community College in Texas and Workforce Solutions – Capital Area Workforce Board collaborated to provide work-based learning opportunities for patient care technicians and patient access representatives at St. David's Health Care and the Seton Family of Hospitals. Patient care technicians (sometimes referred to as certified nurse assistants) assist medical staff in providing basic patient care—for example, by recording vital signs, collecting specimens, and recording patient conditions. Patient access representatives perform administrative and customer service tasks, such as scheduling appointments, acquiring billing information to submit insurance claims, and maintaining phone coverage.

Partnering with all four hospitals within the two health systems, the college integrated work-based learning into acute-care training and developed modules that include online checklists to assess competencies. The college trained hospital supervisors, including registered nurses and Master's-prepared nurses, on how to use the modules and checklists to document on-the-job learning and mastery of competencies by workers. Upon completion of all competencies, frontline employees earned academic credit. The hospital systems had planned to promote successful employees to higher-level positions, but the plan was put on hold due to the economic downturn.

## K–12 Education

### ***Six Effective Pillars of Dropout Prevention and Recovery***, Jobs for the Future, August 2010.

This article looks at all 50 states, including the District of Columbia, and assesses their dropout prevention and recovery policies. In order to measure success, this paper identifies six model policy elements that support strong legislative action for dropout prevention and recovery. They are:

- Reinforce the right to a public education
- Count and account for dropouts

- Use graduation and on-track rates to trigger significant and transformative reform
- Invent new models
- Accelerate preparation for postsecondary success
- Provide stable funding for systemic reform

Thirty-six states have passed laws aimed at lowering dropout rates since the No Child Left Behind Act was passed in 2002, but 14 states have not enacted any new laws since then. While the paper says that 28 states and D.C. have made notable progress in implementing at least three of the models, only three states have made progress in all six: Texas, Mississippi, and North Carolina.

**Texas stands out for its coherent and far-reaching strategy to put dropouts and struggling students at the center of high school reform. Drawing on the latest research on predicting dropouts, Texas uses its at-risk student indicator system to trigger significant reforms (and resources) targeted toward schools and students with the greatest need.**

*—Six Effective Pillars of Dropout Prevention and Recovery*

The paper argues that more states should adopt the comprehensive approach of fundamentally changing how struggling students are taught and reengaging students who have dropped out. States must identify at risk students early and succeed at getting them back on track prior to graduation. ★

**Literacy and Adult Basic Education**

***Shifting Gears: State Innovation to Advance Workers and the Economy in the Midwest***, Joyce Foundation, July 2010.

Since 2007, the Shifting Gears Initiative funded by the Joyce Foundation has been working to help six mid-western states develop and sustain innovation in adult education, workforce development and postsecondary education. The Initiative is aimed at enabling more adults, and in particular low-income and limited English proficiency adults, earn postsecondary credentials that eventually

lead to family sustaining jobs. According to the paper’s authors, the Initiative has developed two approaches to helping adults earn the credentials that employers want. The first creates new paths by breaking certain diploma and degree programs into shorter certificate modules, prioritizing industries that offer good jobs and career pathways, and offering classes at more locations, days and times. The second is creating “bridge” models that connect basic skills to college and careers by contextualizing basic skills and English language to a specific occupational focus.

An example of creating a bridge model is the following objective of Wisconsin’s RISE Career Pathways involving apprenticeship:

**Expand apprenticeship and pre-apprenticeship programs as part of the RISE career pathway and bridge models. The Department of Workforce Development held joint Workforce Investment Act (WIA) and apprenticeship training for local WIA program staff, gave grants for development of new health care apprenticeships and is partnering with Community Action Agencies to link initial weatherization training with skilled apprenticeship programs in green construction and energy-related occupations.**

*—Shifting Gears: State Innovation to Advance Workers and the Economy in the Midwest*

Based on their experience in the six Midwestern states, the Shifting Gears Initiative has developed a strategy for states to use data they collect to actually identify opportunities for improving policy that guides workforce programs. State agencies can use data for the following:

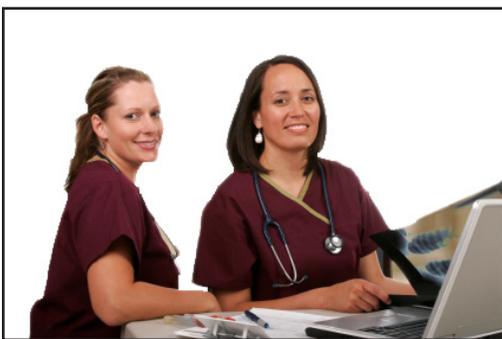
- Examine the gap between job demand and credentials earned in a region
- Track how individuals progress across education and workforce programs into the labor market
- Encourage providers to address “leaks” in the system
- Set system performance goals and incentives for innovation ★

**Skills, Training and Employment**

**Summary Report on Registered Apprenticeship Listening Sessions**, U.S. Department of Labor, July, 2010.

In light of a changing economy and the current U.S. administration’s concern with maintaining a globally competitive workforce, the U.S. Department of Labor (DOL) has conducted a series of “listening sessions” focused on critical issues facing Registered Apprenticeship. Employers, labor leaders, and workforce policymakers came together to exchange ideas and recommendations for the National Apprenticeship System. Three areas formed the basis of discussion: green jobs, healthcare and other high growth industries; pre-apprenticeship; and partnerships with the Workforce Investment Act (WIA) and the U.S. Department of Education (ED).

With regard to green jobs, there was a general consensus that better definitions of “green” are needed, particularly since green is an especially important component in the construction industry’s core curriculum. On the subject of home healthcare workers, participants agreed that with the aging population, a shift to home-based care is imminent. Registered Apprenticeship can provide workers with standardized training, while providing benefits and higher wages. All of this will promote stability and reduce turnover in the home healthcare worker profession. These would constitute positive trends in an industry that participants said they perceive has a negative image.



Regarding collaboration between Registered Apprenticeship, WIA and ED, policymakers were focused on existing barriers and improvements that can strengthen current partnerships.

Suggestions ranged from fortifying the connection between WIA and Registered apprenticeship through legislatively required WIA set-asides, to stronger bridges between Registered Apprenticeship and community colleges that would let apprentices see that college can be a part of their futures.

Last, the Office of Apprenticeship sought feedback on the federal role in the area of pre-apprenticeship programs, particularly for disadvantaged or underrepresented populations. Participants said that the term “pre-apprenticeship” needs a standard definition since it currently means different things to different people. Generally, pre-apprenticeship is seen as a way to improve skills, connections to colleges and career technical programs, and provide opportunities for disadvantaged populations.

The listening sessions showed that the Registered Apprenticeship community wants continued support from DOL and the Office of Apprenticeship, and emphasized that it considers the nation’s educational system to be a critical partner. These sessions also revealed that most perceive a need to market Registered Apprenticeship because there is a lack of awareness and understanding of Registered Apprenticeship on the part of the American public at large. ★



**Articles Placed in the Information Repository in the Last Quarter**

**Allied Health Access (AHA!) Guidebook: How to Develop Programs for Youth in Allied Health Careers, US Department of Labor**, Employment and Training Administration, September 2010.  
<http://wdr.doleta.gov/directives/attach/TEN/ten2010/ten10-10a1.pdf>

**American Rehabilitation – Celebrating 90 Years: Creating Our Vision for 2020**, Summer 2010.  
[http://www.mrccouncil.org/files/AMERICAN%20REHABILITATION%20SUMMER%202010\\_0.pdf](http://www.mrccouncil.org/files/AMERICAN%20REHABILITATION%20SUMMER%202010_0.pdf)

**Beyond the Rhetoric - Improving College Readiness through Coherent State Policy – A Special Report by the National Center for Public Policy and Higher Education and the Southern Regional Education Board**, National Center for Public Policy and Higher Education, June, 2010.  
[http://www.highereducation.org/reports/college\\_readiness/CollegeReadiness.pdf](http://www.highereducation.org/reports/college_readiness/CollegeReadiness.pdf)

**Bringing the Frontlines to the Forefront**, Jobs for the Future, July 2010.  
[http://www.jobs2careers.org/RX\\_BringingTheFrontlinesToTheForefront\\_062910.pdf](http://www.jobs2careers.org/RX_BringingTheFrontlinesToTheForefront_062910.pdf)

**Building a Learning Agenda Around Disconnected Youth**, MDRC for Bill & Melinda Gates Foundation, March 2010.  
<http://www.mdrc.org/publications/545/full.pdf>

**Careers in Wind Energy**, Bureau of Labor Statistics, September 2010.  
[http://data.bls.gov/cgi-bin/print.pl/green/wind\\_energy/home.htm](http://data.bls.gov/cgi-bin/print.pl/green/wind_energy/home.htm)

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[http://www.ncwd-youth.info/sites/default/files/ld-guide\\_2.pdf](http://www.ncwd-youth.info/sites/default/files/ld-guide_2.pdf)

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[http://www.compete.org/images/uploads/File/PDF%20Files/Final\\_Collaborate.pdf](http://www.compete.org/images/uploads/File/PDF%20Files/Final_Collaborate.pdf)

**The College Completion Agenda 2010 Progress Report**, CollegeBoard Advocacy & Policy Center, July 2010.  
[http://completionagenda.collegeboard.org/sites/default/files/reports\\_pdf/Progress\\_Executive\\_Summary.pdf](http://completionagenda.collegeboard.org/sites/default/files/reports_pdf/Progress_Executive_Summary.pdf)

**Community Colleges Get to Work Adopting Work-Based Learning in Partnership with Health Care Employers**, Jobs for the Future, August, 2010.  
[http://www.jff.org/sites/default/files/J2C\\_CommunityColleges\\_081610.pdf](http://www.jff.org/sites/default/files/J2C_CommunityColleges_081610.pdf)

**Complete to Compete: Common College Completion Metrics**, National Governor's Association, June 2010.  
<http://www.nga.org/Files/pdf/1007COMMONCOLLEGEMETRICS.PDF>

**The Condition of College & Career Readiness 2010**, ACT, August 2010.  
<http://www.act.org/research/policymakers/ccr10/pdf/ConditionofCollegeandCareerReadiness2010.pdf>

**Dual Enrollment: A Strategy for Educational Advancement of all Students**, Blackboard Institute (Teachers' College Columbia University and Rutgers Camden, June 2010.  
[http://www.blackboardinstitute.com/pdf/Bbinstitute\\_DualEnrollment.pdf](http://www.blackboardinstitute.com/pdf/Bbinstitute_DualEnrollment.pdf)

**Dual Enrollment in Texas: State Policies that Strengthen New Pathways to and through College for Low-Income Youth**, Testimony before the Texas Senate, Jobs for the Future, May 2010.  
<http://www.jff.org/sites/default/files/JoelVargas-SenateTestimony052410.pdf>

**Efficiency Works Creating Good Jobs and New Markets Through Energy Efficiency**, Center for American Progress, September 2010.  
[http://www.americanprogress.org/issues/2010/08/pdf/good\\_jobs\\_new\\_markets.pdf](http://www.americanprogress.org/issues/2010/08/pdf/good_jobs_new_markets.pdf)

**Educators, Technology and 21st Century Skills: Dispelling Five Myths**, Riley College of Education and Leadership, July 2010.  
[http://www.waldenu.edu/Documents/Degree-Programs/Full\\_Report\\_-\\_Dispelling\\_Five\\_Myths.pdf](http://www.waldenu.edu/Documents/Degree-Programs/Full_Report_-_Dispelling_Five_Myths.pdf)

**Evaluation of Regional Collaborations for Economic Development – Lessons from the Employment and Training Administration’s WIRED Initiative**, Employment Research, July 2010.  
<http://www.upjohninst.org/regcollab.html>

**Expanding the Mission: Community Colleges and the Functions of Workforce Intermediaries, Jobs for the Future**, August 2010.  
<http://www.jff.org/publications/education/expanding-mission-community-colleges-and/1117>

**Federal Register Notice**, Notice of Comments Received and Final Definition of Green Jobs, September 21, 2010.  
<http://edocket.access.gpo.gov/2010/pdf/2010-23485.pdf>

**From Recession to Recovery Analyzing America’s Return to Growth**, Milken Institute, July 2010.  
<http://www.milkeninstitute.org/>

**From Soldier to Student: Easing the Transition of Service Members on Campus**, American Council on Education, July 2009.  
<http://www.acenet.edu/AM/Template.cfm?Section=Home&CONTENTID=33233&TEMPLATE=/CM/ContentDisplay.cfm>

**Growing America Through Entrepreneurship: Final Evaluation of Project GATE**, U. S. Department of Labor – Employment and Training Administration, December 2009.  
[http://wdr.doleta.gov/research/keyword.cfm?fuseaction=dsp\\_resultDetails&pub\\_id=2444&mp=y](http://wdr.doleta.gov/research/keyword.cfm?fuseaction=dsp_resultDetails&pub_id=2444&mp=y)

**Hard Work? Patterns in Physically Demanding Labor Among Older Workers**, Center for Economic and Policy Research, August 2010.  
<http://www.cepr.net/documents/publications/older-workers-2010-08.pdf>

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<http://www.gao.gov/new.items/d10812sp.pdf>

**Manpower Employment Outlook Survey Global – Q3/2010**, Manpower, Inc. August, 2010.  
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**Opening Doors – How to Make the Workforce Investment Act Work for Women**, Center for American Progress, July 2010.  
<http://www.americanprogress.org/issues/2010/07/pdf/wia.pdf>

**Opportunities and Innovations in the Mobile Broadband Economy**, the Information Technology & Innovation Foundation, September 2010.  
<http://www.itif.org/files/2010-mobile-innovations.pdf>

**Overview of the National Landscape for Developmental Education Improvement – Testimony Before the Texas Senate Higher Education Committee**, Jobs for the Future, June 2010.  
[http://www.jff.org/sites/default/files/testimony\\_TX%20Legis072710.pdf](http://www.jff.org/sites/default/files/testimony_TX%20Legis072710.pdf)

**Persons with a Disability: Labor Force Characteristics – 2009**, Bureau of Labor Statistics, August 2010.  
<http://www.bls.gov/news.release/disabl.nr0.htm>

**Prepare to Inspire**, Executive Office of the President, September 2010.  
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**The Rallying Call: Bringing Game-Changing Results to Developmental Education**, Colloquium on State Policy support for Developmental Education Innovation, August 2010.  
<http://www.jff.org/publications/education/rallying-call-bringing-game-changing-res/1122>

**Rural Workforce Network Consortium Biotechnology/Life Sciences-Medical Targeted Industry Employer Survey Report, Rural Workforce Network per Texas Workforce Commission**, July 2010. Information Repository

**Setting Statewide College- and Career-Ready Goals – Issue Brief**, National Governor’s Association Center for Best Practices, August 2010.

<http://www.nga.org/Files/pdf/1008COLLEGE CAREER READY GOALS.PDF>

**A Sharper Focus On Technical Workers – How to Educate and Train for the Global Economy**, National Governor’s Association (NGA), July 2010.

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<http://www.shifting-gears.org/images/PDF/ProjectResources2/shiftinggearsstateinnovationstoadvanceworkersandtheeconomyinthemidwest0710.pdf>

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