



MINUTES

Skilled Worker Shortage Study Committee

October 15, 2007

Second Meeting

MEMBERS PRESENT:

Senator William A. Dotzler, Jr.,
Co-chairperson
Senator Brian Schoenjahn
Senator Roger Stewart
Senator Pat Ward
Senator Brad Zaun

Representative Roger Thomas,
Co-chairperson
Representative Doris Kelley
Representative Dawn Pettengill
Representative Art Staed
Representative Jodi Tymeson

MEETING IN BRIEF

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- I. Procedural Business
- II. Department of Education: Solutions for the Skilled Worker Shortage
- III. Board of Regents' Solutions to Skilled Worker Shortage
- IV. Community Colleges' Solutions to Skilled Worker Shortage
- V. Association of Iowa Workforce Partners — Solutions for Skilled Worker Shortage
- VI. Liaison Advisory Committee on Transfer Students
- VII. Iowa Coordination Council for Post-High School Education
- VIII. Committee Discussion
- IX. Materials Filed with the Legislative Services Agency



Skilled Worker Shortage Study Committee Minutes

I. Procedural Business

Overview. The second meeting of the Skilled Worker Shortage Study Committee was called to order at 10:05 a.m. on October 15, 2007, in Room 103 at the Statehouse. The minutes from the first meeting of the Committee on September 24 were adopted. Upon the conclusion of the presentations and discussion by the Committee, the meeting was adjourned at 2:33 p.m.

Next Meeting. The final meeting of the Committee is scheduled for Tuesday, November 13, 2007, at 10:00 a.m. in the Supreme Court Consultation Room 102 at the Statehouse.

Committee Co-chairperson Comments. Co-chairperson Dotzler noted that there were even more people attending this second meeting of the Committee than the first, signaling how serious an issue the skilled worker shortage is for the state.

Co-chairperson Thomas stated that he had attended the national governors' meeting in Chicago and it provided a good opportunity to reflect on how Iowa's efforts to harness the assets of the workforce compared to other states with similar problems. He said that there is definitely a workforce population being missed, not just due to poverty, but due to a lack of education. He believes that Iowa has existing laws to target this population, but there are other ways the General Assembly can help.

II. Department of Education (DE): Solutions for the Skilled Worker Shortage

Pre-K-12 Services Division. Mr. Kevin Fangman, Pre-K-12 Education Programs Services Division Administrator at DE, summarized the key findings of a national poll of registered voters funded by a partnership of board member companies. The findings include the following: there is near universal agreement that teaching 21st-century skills is important to our country's future economic success; voters applaud schools for the manner in which they have embraced computer skills and technology and have incorporated these skills into the classroom; while expressing strong support for 21st-century skills, voters are not backing away from traditional basic skills such as reading, mathematics, and science; voters want schools to teach more than just basic skills; and voters expressed support for a broad range of 21st-century skills. However, the support ranged from 38 percent for science to 75 percent for reading comprehension.

Voters also shared their assessment of how well schools are doing in teaching 21st-century skills. Of the 14 skills listed, 90 percent or more of the voters ranked schools at less than nine on a 10-point scale in 12 of the skills assessed. Mr. Fangman stated that two of the most important goals for DE are to prepare math and science teachers who can then prepare students for the state workforce. In order to do this, Mr. Fangman said that more science, technology, engineering, and math (STEM) initiatives are needed; the public needs to be better informed about the need to better prepare students in math and science; and the public needs to know how important math and science are for competitive jobs. The DE is planning to join the Partnership for 21st-century Skills in order to have access to resources to help students and teachers.

Core Curriculum and 21st-century Skills. Ms. Rita Martens, Lead Consultant on development of 21st-century skills core curriculum, and Mr. Jim Reese, Bureau Chief of the Bureau of Instructional Services, described the purpose, status, and process of DE's Core Curriculum Project. The



purpose of the project is to ensure that all Iowa students have access to a rigorous and relevant curriculum to prepare them for success in postsecondary education, the workforce, and the emerging global market. The current core curriculum includes literacy, math, and science standards for ninth through 12th grades. This year DE will be identifying the essential concepts and skill sets in kindergarten through eighth grade in literacy, math, and science, and kindergarten through 12th grade in social studies and 21st-century skills. The 21st-century skills set focuses on financial literacy, health literacy, technology literacy, and employability literacy. These concepts and skill sets will then be integrated into the literacy, math, science, and social studies curricula. The Website www.iowamodelcore.org contains information about how the model core curriculum is developed. Recommendations will be presented to the State Board of Education for action in April 2008.

Discussion. In response to questions from the Committee, Mr. Fangman stated that the public has concerns that Iowa schools are not keeping up with technology, do not change the curriculum, and will not be able to help students compete in a 21st-century marketplace. Mr. Fangman stated that the model core curriculum is a response to these types of concerns. He also stated that there is a need to communicate better with the public that schools are adapting; it will take a huge effort to get DE to be able to help schools change public opinion on this subject.

Ms. Martens stated that there are no state standards for schools to follow, but the model core curriculum provides a guide to schools to show them what educators should be teaching to students and what level of education should be provided to students. Mr. Reese noted that the core curriculum is not comprehensive, but it is intended to be the benchmark for schools to target their own standards by. He said that the model core curriculum sets out skills that every student should have so that every district knows if what is being taught meets the basic requirements for what students need.

Ms. Martens explained that the model core curriculum is being brought to teachers and schools in a number of ways, including programs through the Iowa Communications Network (ICN) and gap analysis programs. Mr. Jeff Berger, DE Legislative Liaison, said that there will be a \$10 million request for professional development funding to assist local school districts in training teachers in learning the model core curriculum.

Mr. Berger said that there is a statutory minimum of a 5.5-hour school day, 180 days a year. He noted that most schools average more, closer to 6.5 hours a day. Ms. Martens said there is no standard number of hours for a single student, especially at the high school level where the education plan is tailored individually.

III. Board of Regents' Solutions to Skilled Worker Shortage

University of Northern Iowa (UNI). Dr. Benjamin Allen, President of UNI, on behalf of the Board of Regents Mathematics and Science Education Collaborative Initiative, discussed the challenges of sufficient math and science educators in order for Iowa to be competitive in the global economy. The collaborative initiative has three goals: to improve the math and science performance of Iowa students, to prepare more high-quality math and science teachers for Iowa schools, and to promote statewide collaboration and coordination. Dr. Allen stated that Iowa students score above



Skilled Worker Shortage Study Committee Minutes

other students on math and science tests nationally but not globally. On a worldwide scale, Iowa students rank below average. There is a cultural shortage of qualified teachers in math and science. The three largest Iowa industries of biosciences, information solutions and technology, and advanced manufacturing all require math and science training and proficiency.

Dr. Allen said the Board of Regents approved a plan by the collaborative initiative to ask the General Assembly for a \$5.5 million appropriation to fund a math and science education initiative. With approval, four collaborative projects to do the following would be funded:

1. Steer students into teaching as a profession, including offering incentives as part of the career choice.
2. Get math and science teachers back into the workforce with paid summer internships. This will provide teachers with renewed passion and updated skills and knowledge.
3. Broaden the national preengineering program in high schools and middle schools. This would include Project Lead the Way.
4. Provide qualified instructors at Iowa community colleges. Addressing this shortage is crucial. A template program already exists at Iowa State University (ISU) that could be expanded with funding.

Dr. Allen stated additionally that a coordinating institute for resources is vital. There is no mechanism in place to help eliminate redundancy or pool resources. Such a center would help Iowa respond to federal directives and link Iowa businesses, institutions, government agencies, private organizations, and schools. Dr. Allen estimated that the collaborative projects could be phased in within one to five years. The outcomes of these projects could include doubling the number of math and science teachers; improving the skills of teachers; increasing the ethnic, racial, and socioeconomic diversity of teachers; and leveraging taxpayer investment in math and science education.

Discussion. In response to questions from Committee members, Dr. Allen stated that 50 percent of math and science teachers leave the profession within the first five years on the job. Dr. Allen said that in order to combat this situation, the issue of large student debt versus low salaries must be addressed; in addition many teachers find it difficult to have a life and do the job well and feel very alone. Senator Schoenjohn commented that Iowa students could be lost in the marketplace if Iowa does not get more math and science teachers. Dr. Allen added that there are states ahead of Iowa. He stated that there needs to be a real effort to get students to think of math and science teaching as a profession at the beginning of their academic career. Iowa needs to show them the value and the benefits. Dr. Allen stated that there will likely need to be some economic adjustment to draw more people to the profession, perhaps phase it in. Representative Tymeson added that the General Assembly in 2002 funded a market-factor pay program to allow smaller school districts to spend more money on the positions the districts needed to fill in where they had a shortage. She added that the program no longer exists.

Dr. Allen commented that the regents universities, particularly UNI, should be doing more with alternate licensure to assist professionals who want to teach. He stated that it is a benefit to have



such individuals who come to teaching even for only three or four years in the middle of their careers. Dr. Allen said that math and science teachers already out there are not necessarily getting the best information or assistance. He said that area education agencies (AEAs) should be helping with that, but that there is not a perfect way to get teachers in the field the newest teaching or subject matter information.

Dr. Allen stated that businesses would be paying for the summer internships offered to teachers. For smaller businesses that could perhaps not afford the internships, the money would be included in the \$5.5 million appropriation request. An alternative to a paid internship would be credit for the teacher in the form of continuing education credit for the teacher's license.

Dr. Allen stated that recruitment for math and science teachers would come primarily from other majors at the institutions, engineering for example. The intent would be to pull students from that college into teaching. This raises an issue of opportunity cost. But he would argue the value of having enough or at least more math and science teachers is so high that there is no negative value.

Dr. Allen said that UNI, and he believed ISU and the University of Iowa, offers a legacy program that provides scholarship or reduced tuition for the children or grandchildren of alumni to attend. But the cost does not fall to the level of in-state tuition.

Dr. Allen stated that there is dual enrollment and dual advisement for students who are attending community college and plan to transfer to UNI. The university has "transfer plan-it," which is an online service designed to help students determine which UNI requirements they may have satisfied at an Iowa community college. Dr. Allen commented that the workability of transferring credits from a community college to UNI is an ongoing discussion. He said that UNI has lots of articulation agreements and has tried to work with every transfer student.

Dr. Allen stated that students this year can still be admitted to a regents' school by being in the top 50 percent of their class. But soon it will change so that a student will be evaluated by the American College Testing Program score, high school grade point average (GPA), and the classes taken in high school.

IV. Community Colleges' Solutions to Skilled Worker Shortage

A. Dual Enrollment

Dr. Michael Morrison, President of North Iowa Area Community College (NIACC), addressed the issue of meeting the skilled worker shortage through dual enrollment of students in high school at community colleges. The Iowa community colleges' dual enrollment programs are aligned with recommendations from national commissions, think tanks, state organizations, and national experts. Dr. Morrison stated that the high school partnership program aligns kindergarten through 12th graders with businesses and colleges by offering dual enrollment and preparing students for work opportunities. Dr. Morrison stated that three-quarters of the new jobs in Iowa will require more education than a high school diploma but less than a four-year degree. He said that the biggest challenge is to make students aware of the workforce needs.



Skilled Worker Shortage Study Committee Minutes

Dr. Morrison stated that, nationally, students who have participated in dual enrollment have high GPAs in college, high graduation rates in college and high school, high college retention rates, high motivation rates, and better chances to be awarded scholarships. Students in dual enrollment performed as well as or better than on-campus students in all Iowa studies, except one. Dr. Morrison stated these programs work, have positive outcomes, and are ready to be scaled up with the proper funding. However, the cost to scale up is high because vocational programs are expensive. Dr. Morrison also stressed that vocational programs are needed in rural Iowa and this is an equity issue for rural Iowa.

Dr. Morrison further offered these suggestions for closing the gap on the skilled worker shortage:

1. Expand and make permanent the special funding for community college workforce training and economic development programs under Code section 260C.18A.
2. Schedule a reliable and permanent fund of \$40-\$60 million over a period of years for community colleges to plan and utilize to meet Iowa's workforce needs.
3. Fund the additional state general aid request of \$12.9 million for community colleges.
4. Provide community college boards the flexibility to access local tax support to address critical workforce shortage issues.

B. Academic Performance of Community College Students

Mr. Greg Schmitz, President of Hawkeye Community College (HCC), discussed articulation agreements between community colleges and the regents universities. Mr. Schmitz stated that students need help to get cleaner agreements. Mr. Schmitz stated that the 25 percent of students with the highest IQs in either China or India would be more people than the population of North America. Mr. Schmitz further stated that in Saudi Arabia, in 2003, there were fewer than 90 institutions of higher learning; now in 2007 there are more than 200. Mr. Schmitz commented that we need to make the same commitment to learning and to educating our workforce in order to be competitive.

Mr. Schmitz stated that employers have told administrators at HCC that they prefer but do not require a two-year degree. So HCC is offering short-term certificate programs that allow students to become proficient in a program and the credits may be applied toward a degree. The HCC has created an advanced technology cluster from this type of programming. Mr. Schmitz commented that past appropriations from the General Assembly have allowed community colleges to leverage the funds to meet the needs of students and employers; he asked that the funding be made permanent or at least long-term so that the community colleges can form significant partnerships with businesses to create mutually beneficial programs.

Discussion. In response to questions from Committee members, Mr. Schmitz stated that high school programs are targeting students with a desire or aptitude for these trades. By getting these students interested earlier, schools can enroll them in the correct math and science classes. Mr. Schmitz said it is important that students see how these classes are relevant to the careers that are available to them and the careers that they are interested in. Mr. Schmitz explained that one way students are being shown these opportunities is through direct contact. He shared that three



middle school students were identified as being particularly adept in a particular area so they were given the opportunity to come to HCC for a two-week intensive study experience.

Dr. Morrison explained that community college representatives are meeting with teachers at the elementary, middle, and high school levels, as well as with guidance counselors and principals. He stated that the representatives are showing school officials how students can be affected. He added that parents are an important audience — they need to be shown the opportunities and convinced as well. Businesses and industry leaders are motivators; they come into schools and give demonstrations as well as invite students into the workplace. He added that the community colleges have developed podcasts and videos for students too.

Dr. Morrison stated that the associate of arts (AA) articulation agreement, sometimes called a 2 + 2 agreement, between community colleges and the regents universities, stipulates the requirements for an AA degree. A student who fulfills the requirements and maintains a 2.0 GPA on all graded arts and sciences courses can enroll at the junior level at the regents universities. However, true program transferability has not been achieved. For other degrees, though, there are specialized articulation agreements. The NIACC, for example, has more than 40 agreements. Problems are created, for example, when a student earns an associate of business degree, which is not necessarily transferable. However, the information systems technology degree is accepted at ISU. And some areas may not be suitable for articulation — for example, welding. Some welding courses can be transferred into engineering, but not all. There are degrees that are accepted 100 percent and programs that just do not transfer. But the community colleges as a whole feel there are many programs that should be getting credits that students are not getting credit for at the regents universities.

Dr. Morrison said that in the area that NIACC services there is a population of 120,000. In 2006 26,000 people were serviced in the NIACC region by community college education, including noncredit continuing education credit. Iowa, nationally, has the smallest percentage of adults ages 25-39 with AA degrees or above. Dr. Morrison said that it is vital that more students are exposed to career paths and be motivated to continue their education. Schools need to be able to identify a young person with an interest and show them possible education and career paths.

Dr. Morrison said that representatives from NIACC regularly go out into the community and visit clubs, social groups — anyone who will listen and talk about the programs and outreach available at the community college in order to get the message out. Dr. Morrison stated that increasing Iowa's fertility rates alone will not solve the skilled worker shortage. He said that it is a three-prong issue: workforce development, economic development, and entrepreneurship. There is a window of opportunity to address these labor issues, but the window will be closed within 10 years.

V. Association of Iowa Workforce Partners — Solutions for Skilled Worker Shortage

Dislocated Workers. Mr. Jerry Smith, Executive Director, Region 14, Matura Action Corp., discussed the challenges facing dislocated workers and helping them become skilled workers. The Association of Iowa Workforce Partners (AIWP) is a group of workforce practitioners, including state agencies, community colleges, councils of government, community action agencies, and



Skilled Worker Shortage Study Committee Minutes

community service providers, that shares best practices to improve the quality and quantity of workers and workforce services. Partners administer and operate federal programs for low-income adults, dislocated workers, and at-risk youth; the Family Investment Program (FIP); and FIP's PROMoting Independence and Self-sufficiency through Employment and Job Opportunities and Basic Skills (PROMISE JOBS) Program. Each of the 15 AIWP regions in the state operates a One-stop Workforce Development Center for job seekers and employers. The target populations of AIWP include youth, the disabled, dislocated workers, older workers, and welfare recipients.

Mr. Smith said that in Iowa at any given time there are 20,000 to 25,000 dislocated workers. There are two funding streams to assist these workers. The first is federal and is for those workers whose jobs are trade-approved by the United States Department of Labor, which means the jobs the workers held were affected by foreign labor markets. This designation is a big benefit. Without it, the second funding source is only the local funding from the state, which in Iowa only totals \$3 million. In Iowa in 2006, 1,700 workers were assisted.

Mr. Smith said that plant closings never happen at a good time—like at the beginning of a school semester when classes start. So community colleges must react quickly to assess workers' skills and needs and respond to those needs. About 50 percent of workers just want a new job immediately; the other 50 percent want a new kind of job so that they are not this vulnerable again. This latter 50 percent requires significant training and retraining because most of them have not had educational opportunity beyond high school. Mr. Smith said that this is a new era for the dislocated worker. The skills for the manufacturing plant that closed in one town are not complementary to the plant that needs workers two towns over. No longer can Iowa shuffle workers around the state. There is a need for a lot of remedial training and then new training.

PROMISE JOBS Program. Ms. Cathy Wiebel, Director, Region 9, low@Work, discussed PROMISE JOBS, the work and training component of FIP, and the success of lowering the number of people on welfare. She stated that when the program started, Iowa had 44,000 people on welfare and now the number is 17,000. Ms. Wiebel said the program starts with a self-sufficiency plan — in order to get assistance each applicant must have one. Ms. Wiebel said that most people have never held any significant job; often no one in the family has gone to college or had a career. Many people are receiving FIP assistance because they have no high school diploma or general equivalency diploma, so they have no skills. This program gives people tools and skills to do better. Each person has a caseworker or counselor to go through the process with them. Most people just do not know what is available.

Ms. Wiebel said that it is important to teach people the basic skills, and then advance them slowly. Give them training in small steps or chunks; this makes it easier to digest, easier to understand, and easier to get through. The program and the counselor give them encouragement; show them the path and what will happen. It requires a human element and giving them a vision. Mr. Smith added that it is an opportunity to give individuals a second chance; it is this direct connection that has enabled the drop in numbers of people on welfare.

Ms. Wiebel also stated that less than 50 percent of minority students in Davenport are finishing high school. She stated that there is a need for programs that focus on skills for those who want jobs that pay \$7, \$8, or \$9 an hour starting out. She said that there needs to be a first job for many people — youth, those on welfare — and they build from there. She asked that members not



forget these people who are just getting started in the job market or these important jobs. Mr. Smith and Ms. Wiebel recommended development of an accelerated skills training fund for distribution of aid to regions based on factors such as unemployment rate, job growth, and shortages; and the creation of opportunities for at-risk youth to learn about and prepare for work in high-demand fields.

Discussion. In response to questions from Committee members, Ms. Wiebel stated that there are several short-term training programs that people can take to become qualified for a good job, including logistics, which is a 16-week program; welding; nurses aide, a four-week program; pharmacy tech; and dental technician. These are jobs in demand.

Ms. Wiebel said that the biggest obstacle to getting the remaining 17,000 people off FIP is good and reliable child care. Also many people need to be trained about what an employer expects in the workplace — workplace essentials. Mr. Smith added that in rural Iowa transportation is another major obstacle to getting people off FIP. Many people do not have driver's licenses, do not have reliable transportation, and there is no bus service. Ms. Wiebel stated that someone can only be on FIP for 60 months, then a person may apply for hardship assistance, but the person must demonstrate every six months that he or she is trying to fix the situation.

VI. Liaison Advisory Committee on Transfer Students

A. Iowa Valley Community College

Ms. Robin Shaffer Lilienthal, Vice Provost at Iowa Valley Community College, discussed the work of the Liaison Advisory Committee on Transfer Students (LACTS). Ms. Shaffer Lilienthal reviewed the ongoing efforts by community colleges and regents universities to reach course equivalency and program agreements. Ms. Shaffer Lilienthal described the purpose of the committee and reviewed the various agreements, including the AA vocational-technical, common grading symbols and definitions, credit by examination, vocational-technical programs in electronics/electronics-based technology, awarding and transferring college credit for educational experience in the armed forces, and the evaluating international student academic credentials agreements. The committee recently added an associate of science agreement. She noted that articulation agreements exist for full degrees, program-to-program agreements, course equivalency credits, and vocational and technical credits.

B. Iowa State University

Mr. Marc Harding, Director of Enrollment Services at ISU, discussed efforts to assist transfer students coming to a regents university. He noted that 30 percent of the regents universities' enrollment is transfer students. Mr. Harding mentioned www.transferiniowa.org, which is one Website that houses all the articulation agreements for all three regents universities so that students can find transfer information in one location. Mr. Harding said that there is a lot of ongoing conversation between the three universities and the community colleges. Mr. Harding described the resources available to students and highlighted the work ISU is doing with Des Moines Area Community College under a National Science Foundation Grant to create entryway engineering courses.



Skilled Worker Shortage Study Committee Minutes

Ms. Laura Doering, Director of Transfer Relations at ISU, noted that in response to the requirement in S.F. 601, enacted during the 2007 Legislative Session, the Board of Regents and DE have teamed together to create a web articulation committee that plans to have a user-friendly credit transfer and articulation Website up by July 1, 2008, which will allow Iowans to know at the time of enrollment in a community college whether the course credit will be accepted by the state university of the student's choice, the category in which the university will apply the credit, and to which degree program or programs the university will apply the credit. The Website will allow community college students to enter courses and see how the courses will apply at regents universities and other Iowa institutions.

Discussion. In response to questions from Committee members, Mr. Harding said that to correct articulation problems you have to keep the lines of communication open between the universities and the community colleges. There is a lot of work going on right now. The best thing that can happen is a good environment where a student can transfer as seamlessly and simply as possible.

Ms. Doering said that transfer students come to ISU prepared and do well. If students know ISU is their transfer school, then after their first community college semester they enroll in a transition program and are assigned an ISU advisor to help them. Mr. Harding added that this relationship helps the student connect with the new school and not just with classes. There is no perfect way, but different ways are used to help students make a better transition.

VII. Iowa Coordination Council for Post-High School Education

Ms. Diana Gonzalez, Permanent Secretary to the Coordination Council and Policy and Operations Officer for the State Board of Regents, discussed the function of the Iowa Coordination Council for Post-High School Education. Ms. Gonzalez said the main function of the council is to provide an effective means of voluntary cooperation and coordination among the boards and institutions, which are responsible for post-high school education. The council reviews all proposals for new academic programs and provides advice and counsel to the Iowa College Student Aid Commission regarding requests to register in Iowa. The council also gathers data, conducts studies about post-high school education issues, and makes recommendations to governing boards, institutions, and the public to aid statewide cooperation. Ms. Gonzalez stated that some of the recent activities of the council have included electronic transcripts and the reauthorization of the federal Higher Education Act.

Discussion. In response to questions from Committee members, Ms. Gonzalez said that when new academic programs are proposed the council tries to respond so that programs are not duplicative and that the new programs do not have a negative effect on already existing programs. Ms. Gonzalez also said that the termination of academic programs is decided at the college or institutional level and can also be determined by the State Board of Regents or the governing board of a community college.

VIII. Committee Discussion

Co-chairperson Dotzler stated that there was a lot of information put before the Committee and asked the members to comment on whether a third meeting would be necessary. He mentioned

Skilled Worker Shortage Study Committee Minutes



that the Committee's charge did not require a bill or legislation to come from the meetings. He stated that the Committee had certainly accomplished some of its goals. He mentioned that some groups still felt they needed to be heard and perhaps the members would like to summarize what they had learned.

Senator Ward stated that the amount of information about the skilled worker shortage was endless. She stated that the members had been given a lot to consider. Since there was no charge to produce a product for the General Assembly, she preferred to take the information back to her caucus.

Representative Staed said that he felt there are loose ends and some groups that still needed to speak to the Committee. As a group, he wanted the members to contemplate recommendations to bring to the General Assembly and have some consensus, rather than each person have their own thoughts.

Representative Tymeson stated that the Committee probably has more work to do, considering the charge. She said that she would like to be able to report the work of the Committee back to her constituents. Specifically, she felt the question of what a skilled worker is had been left unanswered. Representative Tymeson suggested that the Committee needs to more clearly flesh out the problem and hear from certain people about how to do it.

Senator Stewart stated that a bipartisan discussion and recommendations from this group to the General Assembly is needed.

Representative Kelly said that the Committee needs to take the discussion to the next step. Without some kind of recommendation, the members have not accomplished much. She would not feel right stopping without doing more.

Representative Pettengill said that she echoed Representative Kelly's comments and opts for a third meeting.

Senator Zahn said that he was disappointed that more business and industry representatives were not present at this meeting to tell the members what to do to end the problem and to identify the roadblocks. He said that it is really important to hear from business leaders on how to fix the problem. Senator Zahn said he would go with the consensus of the Committee about a third meeting.

Senator Schoenjahn stated that a set of recommendations would be a good idea, or at least a set of considerations. He asked whether it would be possible to go to another state where there are layoffs and recruit workers to Iowa.

Co-chairperson Thomas offered a three-step approach to combating the skilled worker shortage: updating worker skills, providing workforce education that meets the needs of employers and workers, and aligning state policies across the workforce. Co-chairperson Thomas said all three of these solutions depend on accountability and these focus areas will give Iowa a head start on a skilled workforce.

Co-chairperson Dotzler stated that it seemed to be the wish of the Committee to have a third meeting. He said that there would need to be a summation from some of the groups that



Skilled Worker Shortage Study Committee Minutes

presented. He said that it was clear from the businesses that presented at the first meeting that Iowa is losing jobs today. It would be prudent for the members to make some recommendations at the third meeting. He said the Committee had a good grasp of the problem. Some of the issues that the members can look at may involve quality-of-life issues. A lot of the changes the Committee could recommend will require investment, but if it is a priority maybe the General Assembly can find the necessary resources.

IX. Materials Filed With the Legislative Services Agency

The following materials listed were distributed at or in connection with the meeting and are filed with the Legislative Services Agency. The materials may be accessed from the <Additional Information> link on the Committee's Internet Webpage:

<http://www.legis.state.ia.us/aspx/Committees/Committee.aspx?id=219>.

1. "Partnership for 21st-century Skills - Beyond the Three Rs — Preparing U.S. Students for a Global Workforce," Kevin Fangman, DE.
2. "21st-century Learning Skills Within the Core Curriculum Project," Rita Martens, DE.
3. "Mathematic and Science Education: Collaborative Initiative," Dr. Benjamin Allen, University of Northern Iowa.
4. "Meeting the Skilled Worker Shortage Through Dual Enrollment," Dr. Michael Morrison, North Iowa Area Community College.
5. "Dual Enrollment Recommendations."
6. Iowa Legislative Services Agency — Fiscal Services handout, "Enrollment of High School Students at Community Colleges."
7. "Community College Presidents' Report on College Placement Educational Opportunities for High School Students," Feb 2006.
8. "Iowa Community College Transfer Students Perform Exceptionally Well at the regents' Institutions," Oct 2007.
9. "Dual Enrollment - What does the Research Say?" Dr. Michael Morrison, North Iowa Area Community College.
10. "Progress Report: An Evolutionary Path Toward a More Seamless Delivery System/Making the Senior Year Count: A Focus of Outcomes." Dr. Michael Morrison, North Iowa Area Community College.
11. "Progress Report: Longintudinal Studies of Tech Prep Classes of 1997, 1998, 1999, 2000, and 2001." Dr. Michael Morrison, North Iowa Area Community College.
12. Greg Schmitz, Hawkeye Community College, Handout.

Skilled Worker Shortage Study Committee Minutes



13. "Presentation to the Skilled Worker Shortage Study Committee," Assoc. of Iowa Workforce Partners, Jerry Smith and Cathy Wiebel.
14. Robin Shaffer Lilienthal and Mark Harding, Liaison Advisory Committee on Transfer Students, The Public Connection - Fall 2004 and Fall 2006.
15. "A Message Regarding the 2006 Iowa College and University Enrollment Report," Diane Gonzalez.
16. E-mail from Jeff Berger, DE, with attachment, "K-12 and Community College Math and Science Initiatives 2007."

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