



Legislative
Services Agency

MINUTES

Skilled Worker Shortage Study Committee

November 19, 2007

Final Meeting

MEMBERS PRESENT:

Senator William Dotzler, 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 Economic Development
- III. Professional Developers of Iowa
- IV. Iowa Electrical Apprenticeship for International
Brotherhood of Electrical Workers Locals 347, 231,
288, and 704
- V. Apprenticeship Programs Panel
- VI. Reaching Mature Workers
- VII. Rockwell-Collins
- VIII. Committee Recommendations
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Skilled Worker Shortage Study Committee

I. Procedural Business

Overview. The third and final meeting of the Skilled Worker Shortage Study Committee was called to order at 10:04 a.m. on November 19, 2007, in Room 22 at the Statehouse. The minutes from the second meeting of the Committee on October 15, 2007, were adopted. Upon conclusion of the presentations and discussion by the Committee, the meeting was adjourned at 4:25 p.m.

Committee Co-chairperson Comments. Co-chairperson Dotzler said that this meeting would be an aggressive session. He noted that it was clear that the more the Committee learned, the more the Committee needed to know. He asked the presenters to keep their comments within the scheduled times. Co-chairperson Dotzler also mentioned that Governor Chet Culver is planning a workforce conference on December 18, 2007, and that he is planning a presentation of this Committee's recommendations at that conference.

Co-chairperson Thomas said that he appreciated all the folks who came to present to the Committee. He stated that he had looked at what other states are doing compared to Iowa. He said that he recognized that the Committee's recommendations would not be a fix-all, but that the Committee could get things started in the right direction.

II. Department of Economic Development (DED)

Mr. Mike Tramontina, DED Director. Mr. Tramontina told the Committee members that the single biggest impediment to long-term economic growth is the workforce, so the number one priority is workforce development. He stated that DED is working closely with the Governor's management team and Iowa Workforce Development (IWD) to prevent overlap and redundancy.

Mr. Tramontina told the Committee that Iowa's labor force grew in both 2005 and 2006, meeting or outpacing the national workforce growth. He said keeping pace with or exceeding the national labor force growth is an important goal for Iowa. Mr. Tramontina also noted that in both 2005 and 2006, there were positive net migrations of people into the state.

Mr. Tramontina said it is vital to add depth to the workforce with the people who are already here in the state. To do this, he stated that the skills of people, such as mature workers and those with disabilities, must be upscaled with training and higher education. Mr. Tramontina also offered suggestions to attract and retain students graduating from higher education institutions, including: providing internships during summers and school semesters, showcasing postsecondary employment opportunities, encouraging college loan payment by private employers with state assistance, and increasing opportunities for civic engagement. Mr. Tramontina stated that civic engagement means opportunities to get involved in the community with nonprofit and charitable endeavors. He stated that young adults are more likely to seek out volunteer opportunities, and communities need to work harder to link these people to those opportunities.

Mr. Tramontina suggested that training programs be responsive to the needs of students and employers by educating parents about all employment opportunities, funding classes related to workforce needs, identifying business requirements for future opportunities, and expanding Code chapter 260F funding.



Finally, Mr. Tramontina said that Iowa and its communities need something besides jobs to get people to stay in the state. He said that communities in Iowa are not comparing favorably with communities in other states based on the condition of homes and schools. He suggested a housing stock redevelopment plan, which would renovate some existing homes and build new homes in communities drawing in new business. Other suggestions included showcasing diversity, expanding cultural grants, and enhancing recreational opportunities. Mr. Tramontina noted that young people want diversity and culture, and that Iowa needs to be a place that welcomes nonnative people and immigrants in order to attract talent. He said this is essential to drawing new people to the state and essential for economic development. He stressed that some of these suggestions may not create jobs, but will attract workers to the currently available jobs and continue Iowa's development.

Discussion. Co-chairperson Dotzler noted that down the road he hoped that tourism and marketing for community colleges and universities would be increased to draw more people. He noted that the capacity at community colleges for out-of-state students is virtually untapped. Mr. Tramontina noted that for 2006, national tourism grew by 7.4 percent; Iowa's tourism rate in 2006 grew 8.4 percent.

III. Professional Developers of Iowa (PDI)

Ms. Maureen Elbert, President of PDI and Executive Director of the Kossuth/Palo Alto Economic Development Corp. Ms. Elbert explained to the Committee members that PDI is an organization of more than 300 economic development professionals working to grow Iowa's economic base in many ways.

Ms. Elbert shared the success of the summer internship program she developed for her corporation. She told the Committee members that the first step was to change ideas and perceptions about what an internship was and to get the executives invested personally, not just financially. Ms. Elbert stated that each intern gets a mentor who provides advice and assistance. The interns are given real work and develop real skills; they also receive assistance in business training, business etiquette, resume writing, and communication skills. There are also fun activities such as intern breakfasts, golf outings, and CEO luncheons. Ms. Elbert says that after eight years, there has been great benefit from the program.

Ms. Elbert said that the corporation is also reaching into the high school and middle school levels by bringing students to tour the businesses. She says students also are told about job skills and the training and education needed for jobs as well as the benefits of working in the businesses. Ms. Elbert says this program is trying to tell students how to be successful here in the state of Iowa.

Mr. Jason White, Legislative Chair of PDI and Executive Director of Midwest Partnership Corp. Mr. White told the members that there is no panacea to address the shortages, but the legislators and employers have put great tools in place to help. One of these tools is laborshed studies. A laborshed study can tell an employer where potential workers live, what skills they have, what benefits they are receiving from current employers, and what benefits they want. The future employer can then adjust its pay and compensation package to be competitive. There is a



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current effort to get a statewide laborshed study. So far 37,000 surveys have been completed. The two surprising results gleaned are that the workforce is older than believed and a large percentage of workers believe additional training in computer applications would benefit them.

Mr. White also discussed the jobs training programs administered under Code chapters 260E and 260F. The programs provide job training services to new and current employees. The programs assist businesses with the training and upgrading of skills of their current workforce, ensuring the businesses remain competitive. Mr. White said that the programs are critically underfunded based on the need and demand. Mr. White also stated that PDI strongly supports the continuation of community enhancement programs, such as Vision Iowa and Main Street Iowa.

Mr. Jim Gossett, Executive Director of Carroll Area Development Corporation. Mr. Gossett told the Committee that one of the local obstacles is the lack of continuity among state agencies, community colleges, and universities. He offered several solutions from PDI, including: empowering regional workforce investment boards to coordinate workforce programs in their regions; providing visibility of current workforce programs through enhanced marketing; extending funding for a regional marketing program, and recognizing the regional IWD offices as the point-of-contact for workforce development programs in the region; and establishing and assessing two regional pilot areas to implement these solutions.

Discussion. Senator Schoenjahn asked if there is an initiative to communicate soft skills to students in middle schools. Ms. Elbert said that there is an initiative started by PDI in conjunction with DED and IWF, but that it has been difficult to get everyone to the table. Ms. Elbert said that some educators do not even know about the employers in the area or what skills the jobs require. Mr. Gossett stated that PDI believes this kind of issue can be taken care of at a local level.

IV. Iowa Electrical Apprenticeship for International Brotherhood of Electrical Workers Locals 347, 231, 288, and 704

Mr. Rick Moon, Director of Training and former Office of Apprenticeship State Director, U.S. Department of Labor (DOL). Mr. Moon told the Committee that today there are approximately 29,000 apprenticeship programs with 450,000 registered apprentices nationwide. Apprenticeship is a partnership of business and labor with government playing a support role. Joint programs are those sponsored by both labor and management and funded by collective bargaining agreements. Nonjoint programs are funded solely by management. Apprenticeship provides a well-paying job as it develops a person's marketable skills; apprentices are employees — they earn as they learn. An apprenticeship's features include: structured on-the-job training combined with related instruction; private sponsorship; agreement between the training sponsor and apprentice defining the performance expectations, processes, wages, and outcome of training; and formal certification and award of journeyworker credentials upon completion.

Mr. Moon said that apprenticeship is often associated with skilled trades but is available in more than 950 occupations, including: health care, biotechnology, financial services, and hospitality. Public investment in apprenticeship is \$38 million — about \$110 per apprentice. Apprentices pay income taxes on their wages, so it is estimated that for every \$1 that the government spends on an



apprentice, it yields \$50 in revenue. In 2007 there are 4,614 registered apprentices in 460 programs in Iowa.

Mr. Moon concluded by stating that apprenticeships produce workers that are badly needed in an increasingly competitive global economy. Awareness in the value of apprenticeship in Iowa should be increased, and doing so will aid in building a skilled workforce in Iowa for the 21st century. Mr. Moon said that anyone interested in apprenticeship or in learning more about apprenticeship should contact the apprenticeship office in Des Moines.

Discussion. Co-chairperson Dotzler asked what the capacity of apprenticeship programs are in the state. Mr. Moon said that the programs can always take more apprentices. He said that it is more an issue of attracting the right people and public awareness. Mr. Moon said that an applicant must have a high school diploma or a general equivalency diploma (GED) and math skills. The apprenticeship office tries to publicize with presentations at high schools and by word-of-mouth. However, Mr. Moon said that cooperation is lacking between DOL and state agencies, and the weakest link is hearing from employers about their needs.

Senator Stewart asked what were the most popular areas for apprenticeship. Ms. Greer Sisson, State Director of DOL and the Office of Apprenticeship, said that advanced manufacturing, health care, computer numerical control machining, and hospitality are the most popular areas and the most needed areas.

Representative Pettengill asked how long apprenticeships last. Mr. Moon said that the shortest would be a year and the longest could take five years. Examples of those that could take five years include electricians and carpenters.

V. Apprenticeship Programs Panel

Mr. Tom Fey, Central Iowa Building and Construction Trades Council. Mr. Fey introduced members of the panel and told the Committee members that the big challenge for our state is to meet the needs of employers and get skilled workers.

Mr. Robert Gilmore, Business Manager, International Union of Painters and Allied Trades District Council 81, Des Moines. Mr. Gilmore explained to the Committee that the Local Union 246 apprenticeship program trains in painting and drywall finishing. It is a federal Bureau of Apprenticeship and Training (BAT)-approved program, regulated by DOL, and managed jointly with labor and employers through a joint apprenticeship and training committee. The committee meets monthly to review the progress of the apprentices and oversee the finances and curriculum. The program is funded by a 30-cent-per-hour contribution per employee, through a collective bargaining agreement. The program currently has 60 apprentices between one and four years of training.

The program's apprentices must have 144 hours of classroom training and 1,600 hours of on-the-job training per year and keep a logbook of the type of work they perform. They receive safety training and the journeymen get upgrade training when needed. The union has a nearly 20-year relationship with community colleges in Iowa. The community colleges have helped with technical support as well as curriculum development. An apprentice begins at \$9.84 an hour plus benefits and receives a raise every six months so long as the apprentice passes tests and completes work.



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Some of the issues facing the industry are the increasing costs of training the apprentices due to new construction procedures and technological advances in special coatings. Construction has traditionally been a career that has highs and lows in employment, which often leads to discouragement among apprentices (i.e., If they aren't working, why attend class?). Other issues include: the average age of entering apprentices is rising (now at 26-27), trouble attracting women and minorities, trouble attracting the newest generation entering the workforce, lack of emphasis on jobs rather than on college, and a lower quality of applicants.

Mr. Bob Veal, Apprenticeship Coordinator, Heartland Regional Council of Carpenters, Des Moines. Mr. Veal, a carpenter by trade, began as an apprentice. He told the Committee he was drawn by the phrase "earn while you learn." He also wants to dispel the problem of apprenticeship being the best kept secret by increasing awareness.

Mr. Veal told the Committee that the applicants today have basic problems with soft skills, such as showing up on time and personal grooming. He said that applicants need math skills, computer skills, and communication skills. In this program, an apprentice receives 160 hours of training plus works for a contractor and four times a year goes to class for a week. An apprentice starts at \$11.87 an hour plus benefits, then \$13.45 an hour after the first six months. After the next six months, an apprentice makes more than \$15 an hour. The program is approved by DOL and BAT. The contract the apprentice works under lays out a four-year plan. It is standardized across the country, so an apprentice can pick up and move, but 90 percent of the apprentices have stayed in Iowa and worked. The program ensures federal Occupational Health and Safety Administration, cardio pulmonary resuscitation, and first-aid training as well as scaffold and aerial training.

Mr. Veal also discussed recruiting which includes going to all levels of schools, including elementary, to talk about jobs. They also visit correctional facilities to discuss the apprenticeship opportunities. He also mentioned the "Helmets to Hardhats" program, which recruits those recently discharged from the military. Mr. Veal stressed the benefits of apprenticeship — no student loan debt and training is provided while you are paid for your work.

Mr. Mike Wilcher, Financial Secretary-Treasurer and Business Manager, Ironworkers Local 111, Rock Island, Illinois. Within the International Association of Bridge, Structural, Ornamental, and Reinforcing Ironworkers, there are 175 training centers in the United States with more than \$45 million spent on apprenticeship and journeyman upgrading. The funds come from collective bargaining and are a joint labor-management contribution and are overseen by DOL.

Mr. Wilcher told the Committee that his local union covers seven counties in eastern Iowa and eight counties in western Illinois. The program is comprised of both labor and management, which allows the program to adapt to the changing needs of both parties.

In order to graduate from the apprenticeship program, apprentices must complete 865 classroom hours and 6,000 on-the-job training hours.

The benefits to a contractor of utilizing workers in an apprenticeship program include: employing a trained and skilled worker, a pipeline for new employees, reduction in turnover, and reduction in costs due to workers' compensation claims. In the program, apprentices receive 197 classroom hours dedicated to safety training. The benefits to an individual to complete an apprenticeship program include: higher paying jobs, portability of employment, retirement benefits, and college



credit from community colleges. The benefits for the government to support apprenticeships include: a local workforce, increased economic development, and more tax dollars.

Mr. Wilcher offered three ideas to help fortify apprenticeship training programs: implement a responsible bidder ordinance, which would require anyone who works on a publicly financed project to have an apprenticeship training program that is registered with DOL and BAT; increase funding to apprenticeship training programs through grants; and increase funding for shop classes in Iowa high schools.

Discussion. In response to questions from the Committee, Mr. Veal said that there is no penalty for an apprentice who drops out of an apprenticeship program. The apprentice may separate at any time.

Mr. Wilcher said that the average age for an apprentice beginning a training program is increasing because many people, even those with college degrees, cannot find jobs that pay enough to support a family and so they are turning to skilled trades.

Mr. Veal said that the carpenters union is lucky because it has four programs in central Iowa working in conjunction with community colleges, including Des Moines Area Community College (DMACC). He said that apprentices that complete the apprenticeship program get 52 credits toward an Associate of General Studies degree and only have to take 12 additional credits from DMACC to complete a two-year degree. Mr. Wilcher added that by high school it is often too late to convince students that skilled trades are a worthwhile career choice. He said that students need to receive this information earlier in order to be thinking about career alternatives to college. Mr. Gilmore stated that his union has spent considerable resources to show the positives in skilled trades and to change the thought processes of students and parents. He stressed the benefits of this choice again: no student loans and the ability to earn while you learn.

Mr. Veal said that he has worked directly with community colleges to develop programs, such as a home building program, including working with instructors and sitting on an advisory board. He added that November is Apprenticeship Awareness Month.

The three panel speakers agreed that the earliest someone can be in a building trades apprenticeship is age 18 because that is the minimum age to be on a construction site due to workers' compensation laws. However, apprenticeship guidelines allow a student to enter a program at age 17 with a parent's signature, so a dual-enrollment program for some apprenticeships is possible. Ms. Sisson added that through the Iowa Eastern Community College District students may enter the hospitality apprenticeship at age 16 while in high school, dual-enrolling. After high school, a student has one more year of training before receiving a completion certificate and an associate's degree.

Mr. Wilcher said that in order to make apprenticeships more successful and to draw more people to the programs, more funding needs to be funneled to high school shop classes. Such classes can give students an idea, exposure, and interest.

Mr. Veal acknowledged that the availability of apprenticeship programs in rural Iowa is limited. The largest percentage of work in carpentry is in the Interstate 35/80 corridor. He noted that lots of people come to the Des Moines area from all over the state in order to attend the apprenticeship



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program and stay here because the work is here. Mr. Gilmore said that his union has training programs in Omaha, the Quad Cities, Cedar Rapids, and Sioux City in order to reach regional areas.

Mr. Gilmore said that it is not more difficult to recruit people to the apprenticeship programs than it was 10 years ago; the problem is the quality and attitude of the applicants.

It was commented that parents need to get on board earlier. There needs to be an adjustment in thinking — that if a student does well in math, the student gets to go into the industrial arts.

VI. Reaching Mature Workers

Department of Elder Affairs (DEA). Ms. Phyllis Anderson, Mature Worker Coordinator, DEA, told the Committee that there is a looming "tsunami" of baby boomer retirements coming. More than 78 million people will be leaving the workforce as baby boomers. The federal government predicts that 43 percent of the U.S. labor force will be eligible to retire by 2012. As baby boomers become senior citizens, Iowa and 25 other states are projected to double their 65-and-older populations by 2030. By 2030, 63 out of 99 Iowa counties are expected to have more people over the age of 65 than under the age of 18.

Ms. Anderson said that this means that in order for employers to even maintain their current levels of productivity, Iowa employers must consider older workers as an untapped asset. She stated that older workers are a tremendous opportunity for businesses because they are an experienced workforce and have intellectual capital that will otherwise be leaving the workforce in a way never before seen.

Ms. Anderson noted that older workers will financially have to continue to work at some level — part-time, full-time, or on special projects, and be looking for flexible scheduling and to be outstationed. She noted that today's older workers are healthier, better-educated, and more willing to work into their later years, but less willing to just volunteer because they have not saved as well for retirement and need or want to be compensated for their time and skills. Ms. Anderson said that Iowa has a significant and underutilized resource of older workers who can provide knowledge, experience, and wisdom.

Only one program specifically targets older workers: the Senior Community Service Employment Program (SCSEP), which sponsors training through DOL and national sponsors such as the American Association of Retired Persons (AARP) to give older workers updated skills for jobs. Only 1 percent of eligible seniors are reached through this program.

Ms. Anderson said that DEA advocates for older workers, providing the Senior Internship Program in various counties in the state, chairing and convening older worker employment partnership meetings, and hosting outstanding older worker luncheons — which bring together employers who choose candidates. However, more needs to be done and more resources are needed to do so.

The Governor's Task Force on AARP Mature Workers Initiative worked with DEA and with AARP on the AARP Workforce Initiative in order to raise visibility, awareness, and appreciation of and opportunities for mature workers and their communities. The task force identified several barriers



to older workers' participation in the labor market, including: financial incentives to retire, age stereotypes, lack of training and retraining, lack of incentive to continue working, and health care.

Ms. Anderson stated that the task force initiative came up with a plan that included raising awareness of older workers, regional meetings, a 2006 conference (which attracted more than 200 employers), and an AARP statewide media campaign.

AARP. Mr. Anthony Carroll, Associate State Director for Advocacy, AARP, said that AARP wants to encourage employers to invest in employees 50 and over. The AARP commissioned a study to examine workers age 50 and over to determine costs and the real challenges and benefits associated with these workers. He shared some of the results of the study.

First, about 68 percent of workers between ages 50 and 70 plan to continue working longer or not retire at all. Mr. Carroll pointed out the impact of this for companies is that the workforce shortage could be bridged or even eliminated by using workers age 50 and older. Second, workers age 50 and older are often more productive than younger workers, have better creative cognitive skills, and are more motivated to exceed expectations. Third, is cost. The benefits of a stable workforce and avoiding turnover cost exceed the compensation and benefits increases of keeping older workers.

Mr. Carroll listed these six strategies for addressing future worker needs: inventory current talent and define future needs, model cost trends to understand the business case for investment needed to attract or retain older workers, pay equal attention to revenue and performance considerations, study the available labor pool and define talent strategies, align reward programs to support these objectives, and align workplace policies and culture to support these objectives.

Mr. Carroll identified health care costs as a major issue for businesses. He said that there needs to be new ways for businesses to afford to keep any workers, especially older workers who want and need health care.

Mr. Carroll said that AARP's Website is set up for employers to assess their current environment's attractiveness for older workers and how to make adjustments to attract more older workers. He added that education is essential as well. Older workers need training to keep up with technology skills and to learn how to sell those skills to potential employers.

Mr. Carroll noted that older workers are dependable, less likely to call in sick, and willing to take on new responsibilities but have to be given a chance to do these things.

Discussion. Representative Tymeson asked what number of older Iowans are employed now. Ms. Anderson said that currently there are 238,000 Iowans over the age of 55 employed in the state.

Co-chairperson Dotzler commented that Iowa is certainly underutilizing its senior population. He stated that he believed this Committee would endorse some kind of support for older worker programs.



VII. Rockwell-Collins

Ms. Jenny Becker, Manager, K-12 Education Partnership Program. Ms. Becker told the Committee that the company's K-12 program was established in 1990 with three schools and that in 2007 it includes more than 70 area schools. The program focuses on promoting math, science, and engineering in ways that are fun and challenging with hands-on activities by supporting effective teaching of curricula, increasing parental support for the educational process, and promoting greater awareness of real world career options, such as job shadowing. The program involves more than 23,000 students each year at differing participation levels; nearly 20 percent of the Iowa Rockwell-Collins workforce volunteers and employees are allowed to use company time to do so. There are more than 300 projects at all K-12 levels, including: FIRST LEGO League, Tech Challenge, and Robotics, Future City, Project Lead the Way, MATHCOUNTS, I-JAG, resume writing, mock interviews, and job shadowing.

Ms. Becker explained a new program introduced in August 2007 called Engineering Experiences, launched with FIRST, a national organization specializing in K-12 activities. The program focuses on math and science components, works to define measurable outcomes, involves employees and retirees, and increases Rockwell-Collins' visibility as a leader in science, technology, engineering, and mathematics (STEM) education.

Ms. Valerie Akiens, Manager, University Relations. Ms. Akiens discussed the company's overall program: university relations, recruiting, and student program opportunities. The company has a three-level relations model. There are seven institutions with which it has a trusted partnership (including Iowa State University and the University of Iowa), where the company focuses on enhancing long-term, deep relationships. The company has a growth relationship with 15 institutions (including the University of Northern Iowa) where the company will develop recruiting initiatives and limited university investment. The lowest level is off-campus and diversity sourcing, which involves outreach relationships.

Rockwell-Collins has two kinds of college student programs: co-op employees, who are enrolled in a full-time technical degree program and work an approved work/study schedule, and intern employees, who typically work full-time during the summer or part-time during the school year and are enrolled in a full-time degree program. All students receive fully furnished housing; students are responsible only for the taxes. Students receive medical benefits and are included in the Rockwell-Collins culture, including: network groups, company-sponsored events, volunteer opportunities, and recruiting opportunities. Rockwell-Collins has a conversion of 75-80 percent of students in its programs to full-time employees.

Mr. Thomas R. Hobson, Senior Manager, State Government and Public Affairs. Mr. Hobson told the Committee that the "war" for talent is the single largest factor for determining Iowa's outcome in the global economy. Mr. Hobson said that working with schools was really about building businesses and education partnerships at all levels with businesses and communities. He said that a community's competitiveness is the deciding factor whether the worker will come and stay. Mr. Hobson stated that community engagements, such as STEM are important in order to engage young people's interests. Mr. Hobson suggested that it would be advantageous to have a local intermediary group to serve the state that engages both business and educational partners to



facilitate interactions. Finally, Mr. Hobson recommended state incentives to assist internships and cooperative programs for businesses because the value of these programs is incredible.

Discussion. Co-chairperson Dotzler commented that Rockwell-Collins has set the standard for business, and that it is pretty clear the company is doing something right.

Representative Staed thanked the Rockwell-Collins representatives for their leadership and initiative.

Representative Tymeson asked to what kind of intermediary group was Mr. Hobson referring. Mr. Hobson said he meant a kind of resource clearinghouse or facilitator between schools and the businesses to coordinate requests and visits, such as job shadowing. An example would be a facility such as the Workplace Learning Connection. It involves an enormous amount of time and effort for the company to field requests and inquiries from many different schools and people.

Co-chairperson Dotzler commented that he hoped to take the Committee's recommendations back to the Governor's workforce conference. He said that he hoped everyone on the Committee attends the conference because each Committee member is one of the most educated people in the state on the issue. He said there is flexibility in the recommendations so that the members could all agree on them before leaving.

Senator Stewart asked the other Committee members to keep the document from the Iowa Eastern Community College District in mind during the discussion.

During discussion of recommendations, the following points were brought up by Committee members:

- Young people — specific programs to enable students to acquire job skills.
- Budgetary concerns.
 - Within existing funds.
 - Taking away from other areas.
 - Who will pay for this.
 - Business community should pay for this; not necessary to come from state funds.
 - Up to individual committees to decide whether to spend funds.
 - We have the will, whether we will have the way is unknown.
 - Need to communicate there is no spending mandate — inserted such a statement into recommendations.
- Increasing graduation rates.
- Retraining of persons already in the state.
 - Identifying potential barriers to employment.
 - Enhance programs that target these barriers.

VIII. Committee Recommendations

The Committee unanimously recommended the following:



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Connecting Young People to the World of Work

- Encourage the appropriate legislative committees to review the state's "model" core curriculum in Iowa school districts and to include 21st-century skills, specifically employability skills.
- Encourage the appropriate legislative committees to develop any changes needed to align career and technical core areas for K-12 and postsecondary education institutions to specific industry skill priorities to enhance initiatives to address the science, technology, engineering, and math (STEM) pipeline.
- Increase graduation rates at all levels of education.
- Use teacher internships developed in collaboration and partnership with private industry and business to ensure that educators are up to speed on applied skills in the workplace.
- Increase the participation in AmeriCorps, Job Corps, Jobs for America's Graduates Program, intermediary networks, and civic involvement.
- Encourage partnerships with employers, school districts, and local governments and state agencies to prepare students for the workplace and create awareness of the types of rewarding careers available locally. These could include the following:
 - Implement a job shadowing and mentoring initiative with targeted industries with the opportunities for hands-on activities.
 - Encourage manufacturers to host field trips starting in middle school.
 - Develop an Iowa employer ambassador program that provides outreach services to parents and career counselors with information about future employment opportunities and the needed skills for those jobs.
 - Develop programs which allow youth to acquire on-the-job experience and "soft skills" needed to keep future jobs.
 - Connect career counselors with the employment opportunities of today's workforce.
 - Target populations with barriers to employment to enhance their skills.

Training and Retraining Workers in Iowa

- Encourage local governments and state agencies to better promote and market Iowa's current programs aimed at developing working adults' skills and financial incentives available to employers.
- Encourage the appropriate legislative committees to find ways to eliminate the gap between traditional education grants and loan programs for the unique financial needs of Iowa's adult workers and Iowa's dislocated workers.
- Enhance initiatives and education opportunities to ensure that Iowa has more diversity and diverse talents in the workforce.



- Increase the capacity of community colleges to train and retrain the existing workforce by phasing in increases in the Workforce Training and Economic Development Funds (Code section 260C.18A).
- Encourage community colleges to create and expand capacity for short-term articulated certificate programs for critical shortage areas, including using equipment and trainers provided through programs under the Workforce Training and Economic Development Funds.
- Encourage the appropriate legislative budget subcommittee to consider funding for future workforce needs assessment surveys (vacancy surveys).
- Expand the capacity for postsecondary educational institutions to respond to the critical skilled needs of Iowa's workforce.
- Increase awareness of and involvement in Iowa's apprenticeship programs.

Recruitment of Workers

- Market Iowa's high-tech job opportunities to targeted audiences.
- Use Iowa's postsecondary institutions, which include the community colleges, as a recruitment tool to bring in out-of-state students.
- Continue to enhance the capacity of Iowa communities to create a better quality of life for residents.
- Encourage veterans to stay in Iowa and recruit veterans to Iowa by marketing Iowa's Military Service Homeownership Assistance Program and veteran job opportunities.
- Promote regional marketing using collaboration of state and local resources.
- Encourage partnerships of loan forgiveness and grant programs to reduce the debt of Iowa's graduates who remain and work in Iowa.
- Increase and enhance Iowa's housing capacity to aid in the recruitment of workers.
- Raise visibility, awareness, appreciation of, and opportunities for mature workers in their communities. Review policies that create barriers for reemployment of mature workers.

Strategy Statement. These are important strategies for the General Assembly to review and prioritize in order to address Iowa's skilled worker shortage. These strategies need to be developed in collaboration with private business and industry. In addition, current workforce training and education programs should be reviewed for relevance and effectiveness to determine continuation, modification, or elimination.

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 web page:

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

1. PowerPoint submitted by Michael Tramontina, DED.



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2. "PDI: Vision, Action, Growth," submitted by Jason White.
3. "Kossuth County Intern Program," submitted by Maureen Elbert.
4. "Laborshed Analysis: Carroll County, Iowa," submitted by Jim Gossett.
5. "Leveraging Registered Apprenticeship as a Workforce Development Strategy for the Workforce Investment System," submitted by Rick Moon.
6. "Quick Facts: Number of Registered Apprentices," submitted by Rick Moon.
7. "Office of Apprenticeship (DOL) List of Officially Recognized Apprenticeable Occupations," submitted by Rick Moon.
8. "Talking Paper on National Registered Apprenticeship," submitted by Rick Moon.
9. "Registered Apprenticeship: Building a Skilled Workforce in Iowa for the 21st Century," submitted by Rick Moon.
10. "Projected Demand for Craft Labor," submitted by Mike Wilcher.
11. "New Trends in Training and Education," submitted by Mike Wilcher.
12. "Training and Education Funds," submitted by Mike Wilcher.
13. "NASTAD: Economic Impact of Registered Apprenticeship Costs & Benefits," submitted by Mike Wilcher.
14. "Educating Tomorrow's Workforce," Benefits Compensation Digest, submitted by Mike Wilcher.
15. "A Looming 'Tsunami' of Baby Boomer Retirements," submitted by Phyllis Anderson.
16. "Business Case for Iowa's 50+ Workers," submitted by Anthony Carroll.
17. "Planning for Tomorrow's Talent Needs in Today's Competitive Environment: Executive Summary," submitted by Anthony Carroll.
18. "Planning for Tomorrow's Talent Needs in Today's Competitive Environment: Full Report," submitted by Anthony Carroll.
19. "Engineering Experiences/K-12 Business Education Partnership/Student Programs," submitted by Jenny Becker and Valerie Akiens.
20. "CSI: Corridor STEM Initiative," submitted by Tom Hobson.
21. "Technology Track," IOWA TODAY, submitted by Tom Hobson.
22. "Grants to Provide After-School Programs in Math, Science," The Gazette, submitted by Tom Hobson.
23. "Engineering Experiences: To Engage and Motivate Students," submitted by Jenny Becker.
24. E-mail to Sue Monahan from Roger Stewart Forwarding E-mail and Recommendations from Gary M. Mohr, Eastern Iowa Community College.



25. Written Testimony Submitted to the Committee by the Iowa Commission on the Status of Women.
26. "Issue Brief: Workforce Issues in LTC," submitted by the Iowa Health Care Assn. and the Iowa Center for Assisted Living.
27. Labor Shortage Summary submitted by Kerry Koonce.
28. Letter Forwarded by Representative Tymeson from Judy Winkelpleck, Iowa Council for International Understanding.
29. Written Testimony Received from Kevin Holzhauser, South Central Iowa Building Trades Council.

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