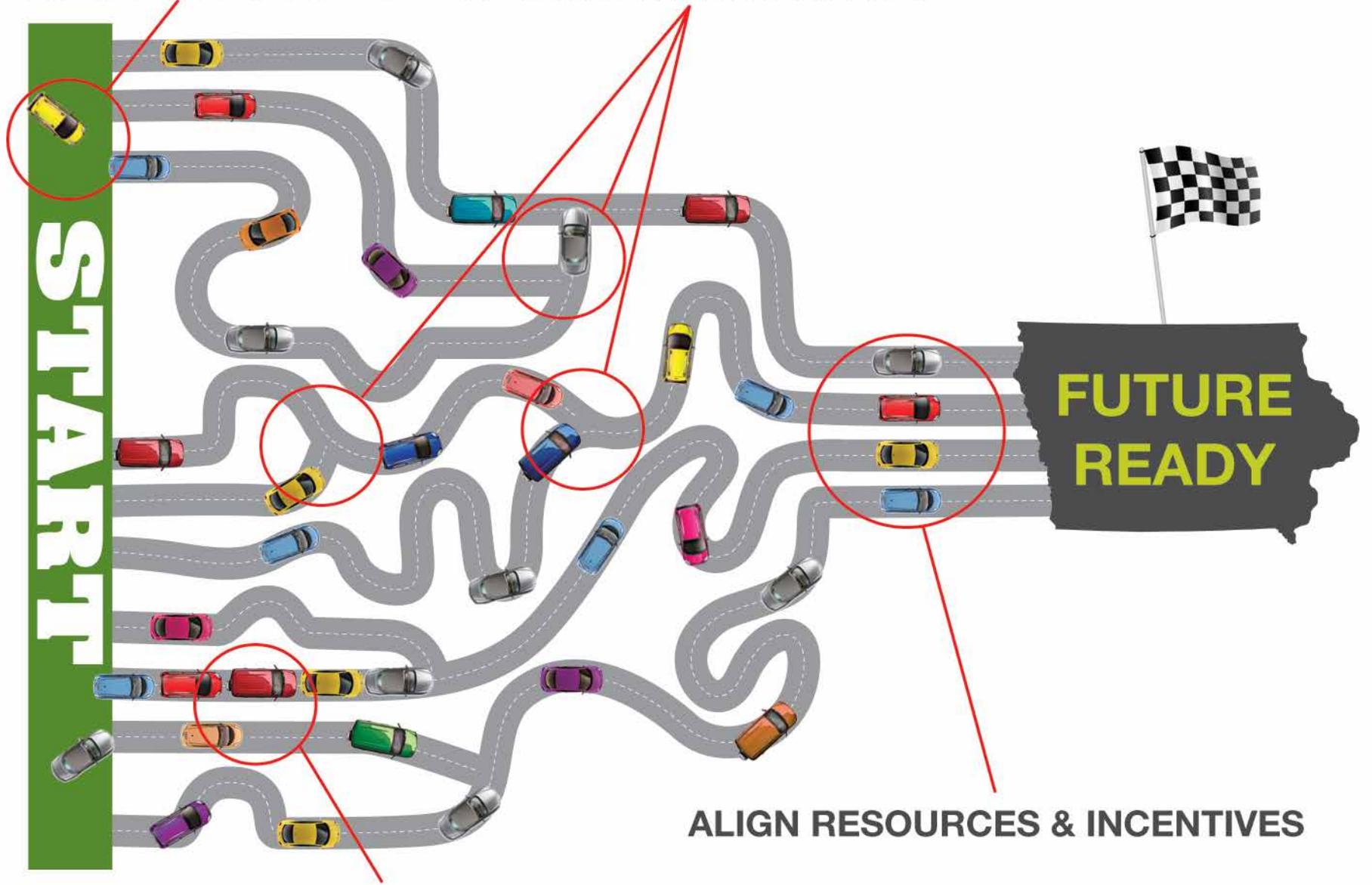


VISION & STRATEGIES

ADVANCE PARTNERSHIPS



ALIGN RESOURCES & INCENTIVES

SUPPLY-DEMAND DASHBOARD



ALIGNING THE EDUCATION AND TRAINING PIPELINE TO THE NEEDS OF THE ECONOMY

CHANGING WORKFORCE NEEDS

A postsecondary degree or relevant job certification is the “new minimum” to meet the demands of an increasingly knowledge-based workforce, excel in rewarding careers and grow family incomes. Fifty years ago, nearly 80 percent of jobs required only a high school diploma or less, and most paid a good wage. Today, that number has dropped to 35 percent for jobs available to high school graduates and dropouts, and more than two-thirds of those jobs pay less than \$25,000 a year. The emerging economy is likely to provide even fewer jobs that pay well for workers who merely have a high school education or less. In short, Iowans need to complete education or training beyond high school to have rewarding careers. (Source: NGA Policy Academy RFP)

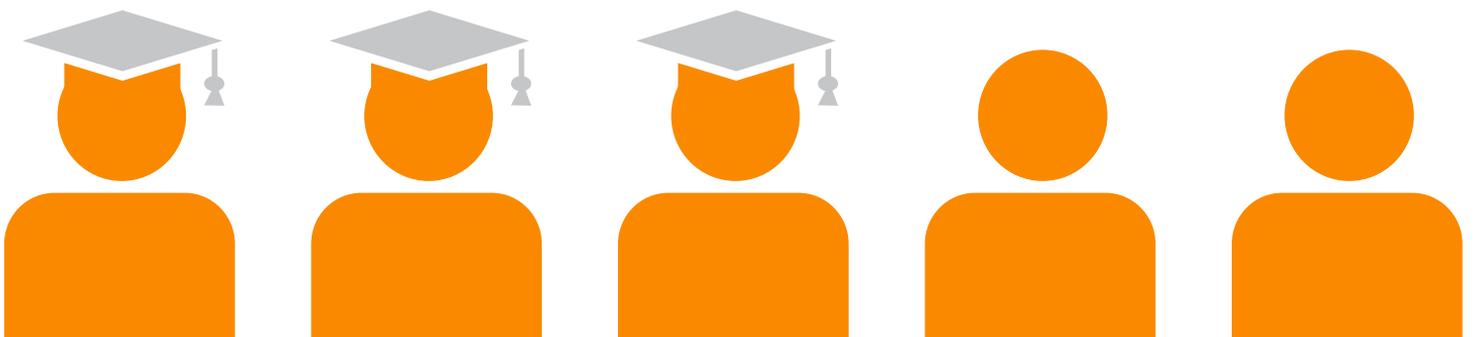
OVERVIEW OF IOWA’S WORKFORCE

Careers today in Iowa require advanced knowledge and/or technical skills. By 2018, three out of five jobs in Iowa will require education beyond high school. It will be increasingly difficult for workers without strong preparation to find good-paying jobs to support their families and communities. Earning a recognized credential/certification or a two- or four-year degree will be essential.

While Iowa’s overall economic growth has been strong, the state should improve growth of high-skilled jobs — Iowa is below the U.S. average of such jobs, with 23 percent of Iowa’s workforce employed in high-skilled jobs compared to 26 percent for the nation in 2013. Increasing the focus on the high-skilled careers can also help raise Iowans’ average earnings — Iowa’s average earnings for private-sector workers was \$40,489 in 2013, a full 23 percent below the national average of \$49,700. (Source: Iowa Battelle Report 2014)

Even as middle- and high-skilled jobs grow in Iowa, the availability of a skilled workforce is a major constraint on Iowa businesses and overall economic development. Strategic improvements to Iowa’s education system, development of career awareness and training, and additional marketing of employer needs and viable career pathways will create a robust and predictable talent pipeline ensuring the state’s businesses can compete at the highest levels. (Source: Iowa Battelle Report 2014)

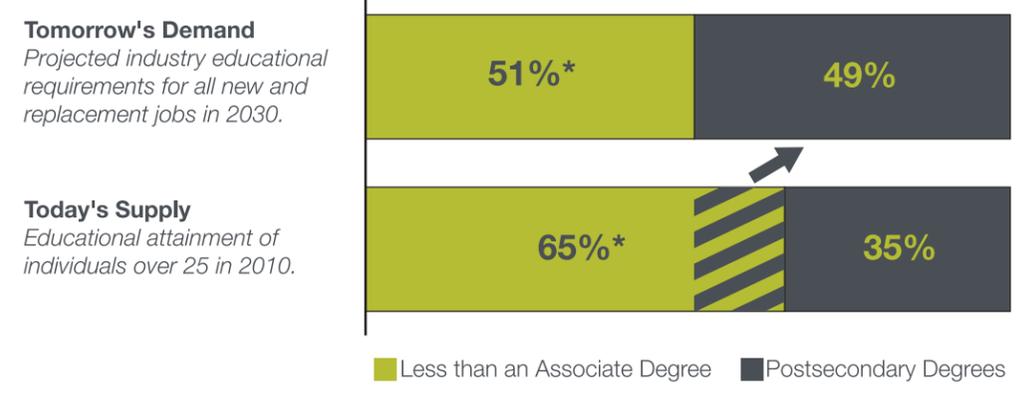
BY 2018, 3 OF EVERY 5 JOBS IN IOWA WILL REQUIRE EDUCATION/TRAINING BEYOND HIGH SCHOOL





DEFINING THE MISMATCH IN IOWA'S TALENT PIPELINE**

Current educational attainment and projected industry requirements by education level



* Includes an unknown number of workforce certificates with labor market value that are part of the new minimum.

** The state's current educational attainment is based on the U.S. Census Bureau's American Community Survey, 2010. Projected demand estimates are based on Moody's Analytics forecasts of output by industry and related employment in 2030 multiplied by the state's 2010 post-secondary attainment rate for each industry and summed to produce the projected educational attainment level needed for the state's economy.

IOWA EDUCATION STATISTICS AT A GLANCE

OVER 2 MILLION PEOPLE

66%

OF THE POPULATION ARE AGE 25 OR OLDER

MOST OF THE 25 AND OVER SEGMENT

90.7%

HAS A HIGH SCHOOL EDUCATION OR HIGHER

Only 35.6%

of people 25 or over

have an associate's degree (26th out of 50 states)

Only 25.3%

of Iowans

have a bachelor's degree (36th out of 50 states)

Source: Condition of Higher Education Report 2014

IOWA'S CHALLENGES/OPPORTUNITIES

- A growing skills gap (particularly middle skills) and the need for a more credentialed workforce.
- Demographic changes require appropriate policy solutions (rural to urban migration trends; racial and ethnic diversification; and outflows of college graduates).
- Reduced pathways to upward mobility for hard-working, low-skill Iowans. Jobs require greater education and skill levels. Juxtaposition of Iowans without skills and in low-wage jobs with employers with vacancies that cannot be filled or that take too much time to fill hampers economic growth and innovation. Multiple career pathway sub-systems, driven by various federal and state programs, serving different sets of learner segments, having unique data collection and reporting requirements creates a fragmented system.
- Better coordination across programs/initiatives is needed to maximize opportunities and drive synergy across agencies and key stakeholders. Many innovative initiatives are underway that are still maturing, but need better alignment.
- Opportunity to better target finite resources to support education and training programs aligned with economic priority areas (high-wage, high-demand and economic development priority occupations) to ensure efficient and effective program delivery.
- Need to identify and communicate economic priority occupations and an overarching vision to key stakeholders, policymakers for more efficient and effective program delivery, and to parents and children to align supply with demand.

Source: National Governors Association

IOWA'S SOLUTION

Iowa received a National Governors Association (NGA) policy academy grant in 2014 to develop strategies to improve the educational attainment of its citizens and the nimble alignment of those degrees and credentials with employer demand. The focus of the academy is to help the selected states make progress in the four following integrated components:

- Articulate and implement a strong vision connecting the education and training systems with the needs of the economy so more Iowans achieve the "new minimum" of education and training beyond high school (i.e., postsecondary degree or job credential);
- Integrate and use education and workforce data to inform policy, track progress and measure success;
- Build industry and education partnerships to get results; and
- Modify the use of resources and incentives to support the attainment of the integrated vision.

The first step is to articulate the vision and define the goal and objectives to achieve this vision. To meet the challenges described above, the Iowa NGA Steering Committee has adopted the following:

VISION

A Future Ready Iowa that prepares individuals for dynamic careers and lifelong learning, meets employer needs, grows family incomes and strengthens communities. Future Ready Iowa helps more Iowans attain the "new minimum" of high-quality education and training beyond high school by aligning education, workforce, and economic development resources.

GOAL

By 2025, 70 percent of all Iowans in the workforce will have earned education or training beyond high school (the new minimum) that meets employer needs.

OBJECTIVES

To support this vision and goal, state leaders working with other stakeholders will:

OBJECTIVE 1

Identify and meet employer needs by focusing on sector strategies, career pathways and better aligning state and federal programs and initiatives, including public-private partnerships, to support high-skill, high-demand jobs.

OBJECTIVE 2

Communicate career pathways – especially high-demand career pathways -- to students, parents, teachers, counselors, workers and community leaders through career planning, including an interactive portal of career opportunities and required credentials and experience.

OBJECTIVE 3

Improve college and career readiness, including increasing interest and achievement in science, technology, engineering and math (STEM) study and careers.

OBJECTIVE 4

Minimize education-related debt.

FOR MORE INFORMATION, PLEASE CONTACT:

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STRATEGIES AND OBJECTIVES IMPACTED

**OBJECTIVES
IMPACTED**

- 1 Identify and quantify employers' education, training, and employment needs and capture those needs in a Talent Supply and Demand interactive portal to be driven by a public-private collaborative, leveraging and institutionalizing the sector strategies and career pathways methodologies. 1 2 3
- 2 Improve degree and credential completion and target resources to support attainment of high-demand credentials, degrees, and certifications valued by employers, including for those individuals with barriers to employment. 1 2 3 4
- 3 Cultivate, develop and align work-based learning opportunities including, but not limited to, school-business partnerships (especially STEM partnerships), student internships, teacher externships and apprenticeships for individuals through public-private partnerships. 1 2 3 4
- 4 Create a system of coordinated resources to engage, assist and reinforce Future Ready career guidance for parents, students, educators and adults. 1 2 3 4
- 5 Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs. 1 2 3 4
- 6 Ensure all Iowa students are academically proficient in rigorous content that prepares them to succeed in postsecondary education. 3 4
- 7 Increase the availability and completion of rigorous concurrent enrollment opportunities, especially in high demand career pathways, including STEM disciplines. 3 4
- 8 Build a statewide college and career ready culture by systemically supporting the college-planning process within K-12 schools and workforce services. 3 4
- 9 Reduce student borrowing through promising practices such as targeted financial aid counseling, on- and off-campus employment, sector-driven repayment or loan reduction and financial literacy programs. 3 4
- 10 Nurture entrepreneurial connectivity and skills development. 1 2 3