

Theme	What (Recommendation)	Why (Rationale)	Who	How and When
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Theme 1 – The Case for Change</p>	<p>Articulate a case for change which would affirm and expand upon the Governor’s Executive Order to the Iowa Learns Council. The case would provide a rationale for developing a well-coordinated and seamless education delivery system that ensures seamless pathways across education sectors and the workplace. The purposes of the work of the Council are to benefit Iowans and enhance community and state economic development through achievement of two key ambitious goals:</p> <ul style="list-style-type: none"> • Ninety percent (90%) of Iowa children shall have a quality pre-school experience; • Ninety percent (90%) of Iowa high school graduates will go on to complete at least two years of college. 	<p>The case for change should provide the rationale for moving forward with Council recommendations.</p>	<p>ILC Steering Committee</p>	<p>Deadline: August, 2004.</p> <p>Each ILC team will be asked to react to and contribute to the draft.</p>

Theme	What (Recommendation)	Why (Rationale)	Who	How and When
Theme 2 – Clear Expectations/Common Language	<p>1. Recognize and affirm the following critical skill sets:</p> <ul style="list-style-type: none"> a. Team Environment Skills b. Thinking Skills c. Basic Skills 	<p>The Iowa Learns Council has identified these skills as critical for individual success in the Iowa economy and as one important element in retaining and attracting employers in high-paying fields particularly in the “traded industries” of advanced manufacturing, information services, and life sciences.</p> <p>(Traded industries engage in a great deal of interstate or international commerce and, by selling their products and services to people outside the state, bring wealth into Iowa.)</p>	<p>Educators at all levels; Iowa business and industry; Parents</p>	<p>Action steps may include the following:</p> <ul style="list-style-type: none"> • Communicate critical skill sets, with definitions, to all educators, to foster understanding and buy-in • Ask administrative leaders at all levels for data on current curricula and evaluation of critical skill sets • Develop/communicate methods for teaching and evaluating skill sets at all educational levels; implement professional development programs to equip educators to teach these skills • Advocate for adequate support for educators in making appropriate changes in curricula, teaching methods, etc. • Ensure that desired changes coordinate with other educational mandates • Develop/support partnerships between education and employers to match resources effectively and to better align core curricula and industry needs • Develop/support programs to provide lifelong/continuous learning and retraining opportunities for Iowans • Implement appropriate methods of assessment for team environment skills, thinking skills, and basic skill sets. All Iowa schools should embrace shared assessment tools for critical outcomes. • Integrate instruction in critical skills sets across the curriculum.

Theme	What (Recommendation)	Why (Rationale)	Who	How and When
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Theme 2 – Clear Expectations/Common Language (Continued)</p>	<p>2. Focus on and measure team environment skills in the following ways:</p> <ul style="list-style-type: none"> a. Encourage educators to adopt collaborative teaching and learning methods, appropriate to team environment learning objectives. b. Adopt meaningful ways to assess collaborative learning skills of students and build meaningful measures of collaborative learning into educational programming. c. Focus on team learning at all levels of education. 	<p>The broad set of skills associated with teamwork and collaboration are highly valued by businesses and organizations in all areas.</p> <p>In general, the educational system does not adequately promote or reward team environment skills.</p> <p>Educators do not universally model principles of teamwork for students. Too often they are not prepared to teach the teamwork and team environment skills that are valued in many workplaces.</p> <p>The team makes this recommendation in order to highlight and promote the value of learning team environment skills for all districts in the state.</p> <p>Professional development and other supports are necessary because faculty are not yet universally prepared personally or with tools to provide instruction in team environment skills.</p>	<p>Educators at all levels; Parents</p>	<p>See above suggested action steps.</p>

Theme	What (Recommendation)	Why (Rationale)	Who	How and When
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Theme 2 – Clear Expectations/Common Language (Continued)</p>	<p>3. Focus on and measure thinking skills in the following ways:</p> <ul style="list-style-type: none"> a. Provide instruction in approaches to critical thinking and problem solving. b. Adopt meaningful ways to assess thinking skills and build meaningful measures of student achievement in critical thinking and problem-solving skills into educational programming. c. Focus on thinking skills at all levels of education. 	<p>Education can equip students with approaches to thinking. However, student achievement in such skills as problem solving and critical thinking does not generally drive the educational agenda.</p> <p>The nature of subject matter shapes approaches to critical thinking and problem solving.</p> <p>The economy values knowledge and creativity. Business and industry demand problem-solving skills. Yet representatives on the team from business and industry report they see too many prospective recruits who lack effective problem-solving skills. By focusing on these skills, education can help to attract industry to the state.</p>	<p>Educators at all levels</p>	<p>See above suggested action steps.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Theme 2 – Clear Expectations/Common Language (Continued)</p>	<p>4. Focus on basic skills in the following ways:</p> <ul style="list-style-type: none"> a. Assure student proficiency in basic skills. b. Focus on basic skills at all levels of education <ul style="list-style-type: none"> a. Communication (reading, writing, presentation) b. Quantitative skills (Math, Science) c. Computer literacy 	<p>Basic skills, imperative in the workplace, should be stressed at all educational levels. They should develop and deepen over time. Education should stress lifelong learning, the ability to learn throughout life, and the ability to acquire specialized skills after the end of formal schooling.</p> <p>More specialized skills can be developed after entry into the workforce.</p>	<p>Educators at all levels; Community; Parents</p>	<p>See above suggested action steps.</p>

Theme	What (Recommendation)	Why (Rationale)	Who	How and When
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Theme 3 – Results or Indicators</p>		<p>Needed to measure true progress toward goals</p>	<p>State government-highest level; in conjunction with Academia & Parents. Academia and Parents establish objectives supporting higher level goals</p>	<p>Establish state-level learning objectives. Establish systems for tracking:</p> <ul style="list-style-type: none"> • Iowa students beyond secondary school • hiring/retention of Iowa graduates in Iowa businesses • attracting and retaining Iowa high school and postsecondary graduates • industry needs and their connection to skills of Iowans • participation of adults/non-traditional students in education • educational attainment of Iowans vs. residents of surrounding states • Rates of business creation and retention? Urban vs. rural concentration of employment?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Theme 4 – Implementation: Integration</p>	<p>Create and support a state-level clearinghouse for workplace learning opportunities for students, such as internships, externships, and job-shadowing experiences. The posted opportunities should be pinned to state economic development goals.</p>	<p>Currently, much good information and numerous strategies exist to support students' career decision-making. Nevertheless, there is little if any infrastructure to support coordinated, ongoing and efficient delivery of adequate and appropriate information in an on-time manner. A "one-stop" clearinghouse could help to achieve efficiencies in connecting students to workplace learning opportunities and provide access to information about career decision-making. In addition, this could be a central repository for information on educational programs.</p>	<p>State government; business and industry; education</p>	<p>Action steps may include the following:</p> <ul style="list-style-type: none"> • Compile a list of current programs and efforts in this area (statewide and, if possible, regional) • Survey educators and employers on effectiveness of the programs; solicit ideas for improvements and new efforts • Focus on enhancing the most effective programs with existing public resources and private-sector contributions • Closer collaboration with county extension.

Theme	What (Recommendation)	Why (Rationale)	Who	How and When
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Theme 4 – Implementation: Communication</p>	<p>Establish a process to maintain ongoing communication between education and Iowa business and industry.</p>	<p>The purpose of this process would be to support continuous progress towards goals. Also, it would support dialogue between education, business, and industry concerning knowledge that is valued in the economy. There are currently business groups with education representation, and the reverse, but little collaborative activity beyond the Iowa Learns Council and little activity with a problem-solving focus.</p>	<p>State government; business and industry; education</p>	<p>Action steps may include the following:</p> <ul style="list-style-type: none"> • Evaluate existing education, business, and government groups/agencies that could work together, expand membership to represent the other sectors, and/or offer regional/statewide models • Create a statewide web site or other communication vehicle to post/share information about effective models • As part of the state-level clearinghouse (see above), offer a one-stop contact point useful to both educators and employers • Others?

Theme	What (Recommendation)	Why (Rationale)	Who	How and When
Theme 4 – Implementation: Partnerships/Alliances				

Theme	What (Recommendation)	Why (Rationale)	Who	How and When
Theme 4 – Implementation: Leadership/Coordination				

Theme	What (Recommendation)	Why (Rationale)	Who	How and When
<p>Theme 4 – Implementation: Policy and Funding</p>	<p>Create incentives for Iowa employment or workforce-based student financial aid.</p>	<p>Student loan forgiveness for graduates working in the state or tuition assistance for students earning degrees in high-need areas might encourage the availability of people with skills valued in the Iowa economy. Many such models are either employer-sponsored, or done in public-private partnerships.</p>	<p>State government; Iowa business and industry</p>	<p>Action steps may include the following:</p> <ul style="list-style-type: none"> • Identify and prioritize Iowa’s high-need career areas • Use business-education partnerships and/or the state-level clearinghouse to foster discussions among educators and employers in high-need areas • Structure and implement student loan forgiveness and/or tuition assistance programs to address needs • Seek both public and private funding for these programs • Develop and implement mechanisms to monitor, control and evaluate the programs’ effectiveness; make changes as needed • Others?