

# **Iowa 2001 State Government Survey: Workforce Shortage**

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## *Table of Contents*

	<u>Page</u>
Purpose and Content Overview .....	1
Methodology .....	3
Characteristics of the Sample .....	5
Findings: An Overview .....	9
Findings Section 1: Problems and Goals for the State of Iowa .....	11
Problems Perceived by Iowans .....	11
2010 Goals .....	12
Findings Section 2: Social and Cultural Issues .....	15
Reactions to Key Phrases .....	15
Cultural Awareness and Exposure .....	19
Travel .....	19
Ethnic Restaurants, Festivals and Events .....	20
Community .....	21
Personal Contact .....	23
Attitudes .....	24
Findings Section 3: Workforce Recruitment, Development & Retention .....	29
Awareness of Iowa Population and Workforce Trends .....	29
Awareness .....	29
Perceived Problem .....	31
Workforce Recruitment .....	32
Community Recruitment .....	32
Important Characteristics for Recruiting Iowa’s Workforce .....	33
Encouraging Former Iowans to Return .....	36
Workforce Development .....	38
Skill Enhancement .....	38
Workforce Retention .....	40
Considered Leaving Iowa .....	40
Which Iowans Should be Encouraged to Stay .....	41
Strategies for Retaining Iowans .....	43
Support for Strategies to Improve Workforce .....	45
Findings Section 4: Immigrants .....	47
Perceptions about Immigrants: Jobs, Government Services, and Quality of Life .....	47
Jobs .....	47
Government Services .....	48
Quality of Life .....	49
Perceptions of Immigrants: Crime and Education .....	50
Willingness to Help Immigrants .....	51
Demographic and Attitudinal Associations of Support for Immigration .....	52

*Table of Contents* (continued)

	<u>Page</u>
Findings Section 5: Tracking Public Views of State Government .....	53
Awareness of State Agencies .....	53
Perceptions of State Government .....	55
Conclusions .....	57
References .....	59
Appendix A: Counties Within Geographic Strata .....	61
Appendix B: Item Tabulations and Crosstabulations .....	65
Appendix C: Subgroup Differences .....	127
Appendix D: Category Labels for Key Phrases .....	139

## **PURPOSE AND CONTENT OVERVIEW**

Since 1995, the Iowa Department of Management (IDOM) has sponsored annual public surveys of Iowa adults focused on issues of importance to state government. In 2001, IDOM and the Iowa Department of Economic Development (IDED) worked cooperatively to address the topic of Workforce Shortage. As in previous years, the survey was designed by a research group led by the University of Northern Iowa Center for Social and Behavioral Research (CSBR).

The topic of workforce shortage in Iowa has been raised as a critical issue for the state by state government and leaders of business and industry. Several policy suggestions and initiatives have been put forward regarding this issue. There are multiple dimensions to the topic and the 2001 survey addressed as many of these, and in as much depth, as was practical within the constraints of the survey methodology. The primary purposes of this survey were to assess 1) the relative importance of the workforce shortage issue as compared with other issues, 2) awareness of the characteristics of Iowa's workforce, 3) opinions about possible strategies to improve the workforce, and 4) background attitudes that may be related to opinions about the workforce. The questionnaire was based on a review of prior survey work on the topic, scholarly literature, and state priorities for the questions to be included. The survey instrument was designed to maximize interpretability and validity by using balanced question wordings, randomized presentations of lists of items, and multiple item measurement of concepts. The sample was stratified into three types of counties: metro, non-metro, and rural.

As was the case in previous years, the 2001 survey also assessed public awareness and ratings of the executive branch of state government. Such assessments have been conducted since 1997 to facilitate the tracking of public views on this topic.



## METHODOLOGY

The sample population consisted of all Iowa residents, 18 years and older, living in households that could be contacted by telephone using a standard random digit dialing (RDD) methodology. This population contained all private households with one or more telephones including those with non-published or non-listed telephone numbers. Except for any differences in cooperation rates among the subgroups of this population, this type of sampling is likely to produce a sample that matches the population's characteristics.

All data were collected via a computer-assisted telephone interviewing (CATI) system at the Center for Social and Behavioral Research at the University of Northern Iowa. Interviewers were trained and supervised by CSBR professional staff. Data collection began May 30, 2001, and was concluded on July 17, 2001. Interviewing was concentrated during the hours of 9 a.m. to 9 p.m. weekdays (except only until 5 p.m. on Fridays), Saturdays from 10 a.m. to 2 p.m., and Sundays from 5 p.m. to 9 p.m.

To allow for comparisons across counties with different population sizes, a stratified sampling plan was utilized to include three geographic groups: metro (counties whose largest place has a population of 50,000 or more, or which is part of an MSA), non-metro (counties whose largest place has a population between 7,000 and 49,999), and rural (counties whose largest place has a population of less than 7,000). Counties represented in each of these strata are shown in Appendix A.

From a sample of random telephone numbers drawn by Survey Sampling, Incorporated, a total of 6,897 telephone numbers were attempted, yielding 1,204 completed interviews (approximately 400 per stratum). To assure random sampling of respondents within each household, the number of male and female adults in the household were enumerated and one respondent was randomly selected by the computer. When the initial contact person was not the appropriate respondent, 10 or more callback attempts were made to obtain a completed interview. Selected respondents were provided with a brief description of the interview purpose, the identity of the study sponsor, and were informed that their participation was voluntary and confidential (see Appendix B for the interview questions and item tabulations). The overall sample of 1,204 respondents has an approximate maximum sampling error of +/- 3% at a 95% confidence level. The approximate maximum sampling error within each stratum is +/- 5%.

Table 1 shows the distribution of final telephone call dispositions. The response rate (RR3; American Association for Public Opinion Research, 2000) was 30%, with a cooperation rate (COOP3; American Association for Public Opinion Research, 2000) of 52%. Essentially, the response rate is the ratio of completed interviews to eligible numbers dialed, and the cooperation rate is the ratio of completed interviews to all eligible respondents contacted. The mean interview length was 32.8 minutes.

Table 1  
Final Dispositions

Final Dispositions	N	%
Completed Interviews	1204	17.5
Refusals & Incompletes	1128	16.4
Non Working Numbers	1275	18.5
No Eligible Respondent During Period	164	2.4
10+ Attempts, All Answering Machine	563	8.2
Non Eligible Number	875	12.7
10+ Call Backs	465	6.7
10+ All Busy	67	1.0
10+ Attempts, All No Answer	969	14.0
Language/Communication Barrier	187	2.7
Total Numbers Dialed	6897	100

SPSS v10 was used for routine data management and descriptive statistical analyses. Because of the complex sampling design, SUDAAN v8 was used to conduct inferential statistical tests (i.e., tests of subgroup differences). The 95% confidence level was used to determine whether observed differences were statistically significant. Prior to analysis, the data were weighted by gender within each geographic stratum using the data provided by the 2000 Iowa Census.

Many statistically significant subgroup differences were observed. Generally, these differences were in the expected direction, but often the observed differences in terms of percentages or mean ratings were not dramatically different between the groups. To streamline the report, the descriptive statistics for the subgroups and the results of the inferential statistical tests have been included as appendixes rather than being incorporated into the report proper (see Appendix B and Appendix C, respectively). In a few instances, subgroup differences are mentioned in the discussion of the results to enhance understanding of particular issues.

Unless otherwise noted, those respondents who said “don’t know” or who refused to answer a question are not included in the graphs or summary of responses in the narrative. Specifically, the graphs and discussion usually reflect only those who expressed an opinion or provided a rating. If the percentage of respondents falling into the “don’t know” and “refused” categories combined to be at least 10% of the total sample, this option is included in the graph and/or narrative describing the results.

## *CHARACTERISTICS OF THE SAMPLE*

The final sample consisted of 1,204 adults. Gender, age, and race data are presented in Table 2. A disproportionate number of the survey respondents were female; however, the weighting procedure used corrects for this potential bias in the analyses reported. Thus, the distribution of gender for the final weighted sample corresponds directly to the 2000 Iowa Census data. The mean age of respondents was 49.7 years. The weighted sample consisted primarily of white (95.6%) respondents.

Table 2  
Demographic Profile of the Sample Compared to the Population

	Unweighted Sample	Weighted Sample	2000 Iowa Census
<b>Gender</b>			
Male	40.4	48.3	48.3
Female	59.6	51.7	51.7
<b>Age Group</b>			
18-24	5.6	6.1	13.6
25-44	34.1	34.6	36.9
45-64	36.4	36.2	29.7
65+	23.9	23.1	19.9
<b>Race</b>			
White	96.2	95.6	93.9
Non-white	3.8	4.3	6.3

Figures 1 through 3 show the distributions of education, income, and employment characteristics of the weighted sample. The majority (62.6%) of the respondents had at least some college or vocational education (see Figure 1). Approximately 31% of the respondents were college graduates. The distribution of annual gross household income is shown in Figure 2. Respondents were asked their employment situation in the week prior to the interview (see Figure 3). Slightly more than one-fifth (22.3%) reported that they were retired. Nearly two-thirds reported that they were employed for wages (56.3%) or self-employed (8.7%) during the past week.

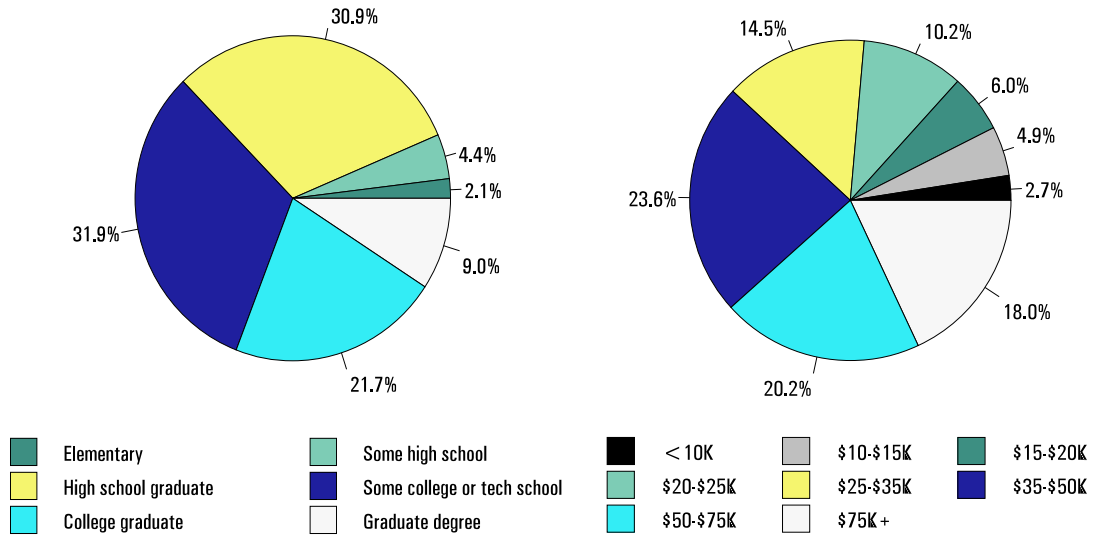


Figure 1. Education completed.

Figure 2. Annual gross household income.

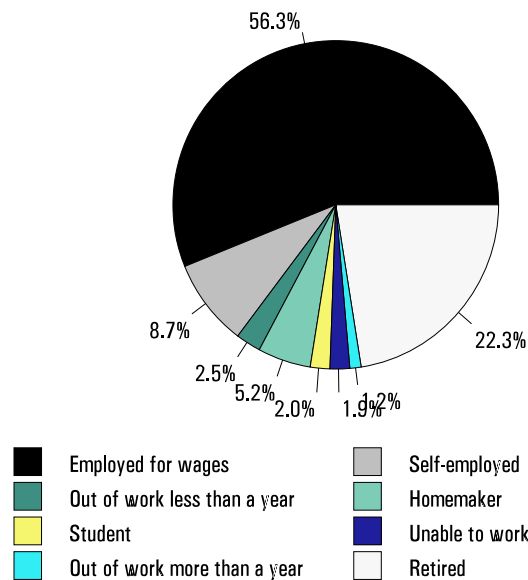


Figure 3. Employment status during the past week.

The respondents were mostly established Iowa residents (see Figure 4). One-third (35.2%) of the respondents reported that they were Iowa residents for 50 or more years. As one would expect, there was considerable variation in the place of current residency (see Figure 5). In total, 18.1% of the respondents reported living on a farm or in an open area, whereas 25.2% reported living in a metropolitan area of 50,000 or more people.

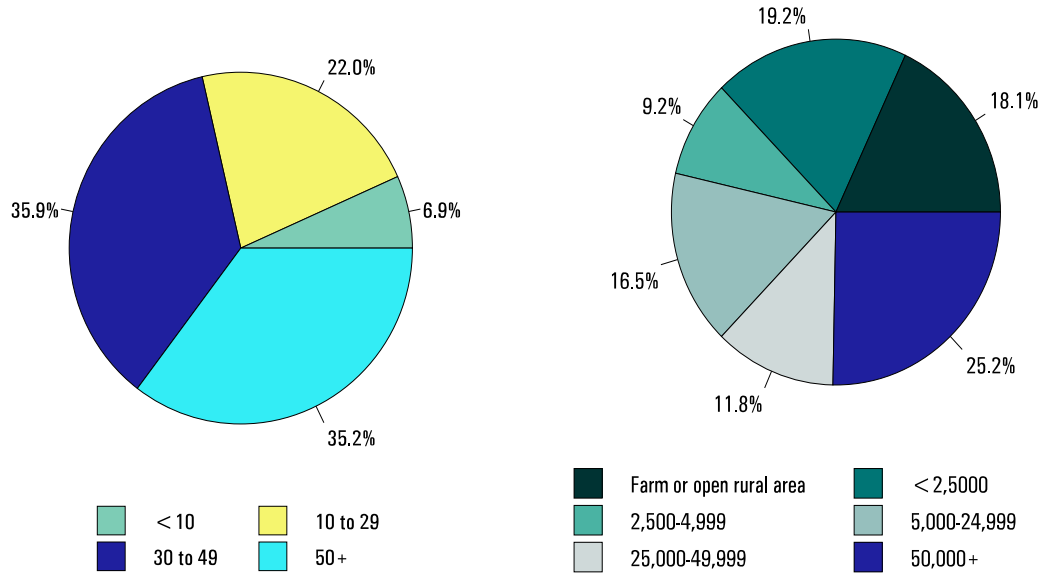


Figure 4. Length of Iowa residency in years.

Figure 5. Size of current place of residence.

The majority (64.2%) of the respondents were currently married, with only 14.9% having never been married (see Figure 6). About two-thirds of the respondents reported that there were no children under the age of 18 living in the household. The distribution of household composition is shown in Figure 7.

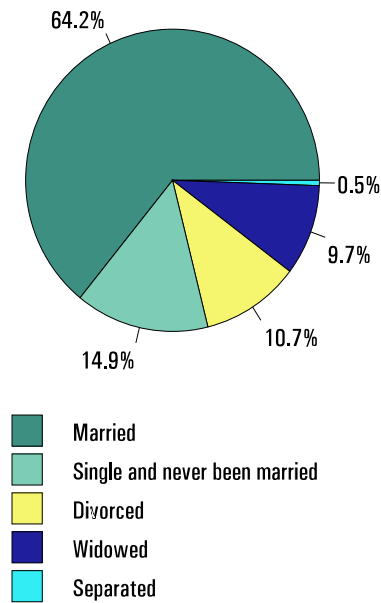


Figure 6. Current marital status.

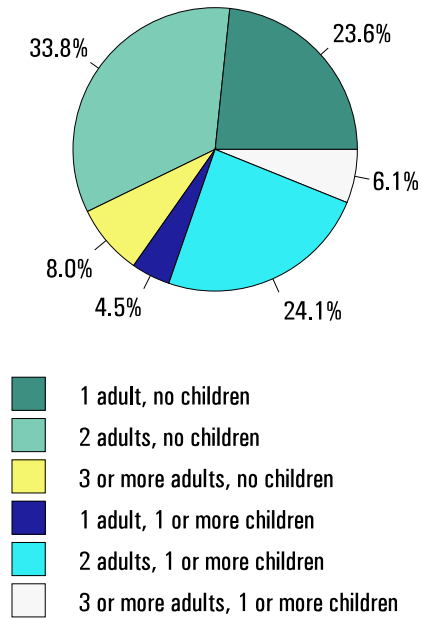


Figure 7. Household Composition.

## FINDINGS: AN OVERVIEW

The findings for this survey are presented in five sections: (1) problems and goals for the state of Iowa, (2) social and cultural issues, (3) workforce recruitment, development, and retention, (4) immigrants, and (5) public views of state government.

In the first section, findings are presented relating to the biggest state problems identified by Iowans. Respondents self reports indicated that economic growth and education were the two most widely considered problem areas for the state of Iowa in the next 10 years. All of the nine 2010 Goals created by the Governor's Strategic Planning Council, assessed in this survey were rated as important by the majority of Iowans. The three goals of providing high quality educational opportunities for all Iowans, protecting Iowa's natural resources and raising Iowa's wages and incomes were rated as important by 90% or more of Iowans.

In this second section, findings concerning the reactions of Iowans to different key phrases used in discussing population and workforce issues, their cultural awareness and exposure, and their attitudes toward minorities and minority issues are presented. The meaning of four key phrases — new Iowans, diversity, multiculturalism, and immigration — frequently used by the media in discussing workforce issues were assessed. "Immigration" had the most consistent meaning to the respondents, with 45% indicating that they think of "foreigners" when they hear "immigration." Nearly three-fourths of Iowans reported that immigrants have moved into their communities during the past 10 years, most often coming from Central/South America and Asia. Attitudes toward minorities and minority issues were generally positive for the majority of adult Iowans.

The third section presents findings concerning workforce recruitment, development, and retention. Generally, Iowans reported a high level of awareness regarding statements that pertained to workforce issues e.g., more than 90% of Iowans reported that they were aware that many college students leave Iowa upon graduation. More than 95% of Iowans reported that college graduates leaving the state was a minor (22%) or major (74%) problem facing Iowa. Other workforce issues that were perceived as major problems for Iowa by a majority of the respondents were: Iowa is experiencing a worker shortage in the next few years, Iowa needs more skilled workers for existing businesses industry, and Iowa needs more skilled workers to attract new businesses and industry. When communities and employers recruit new workers, the likelihood of remaining employed and their skills are the two most important characteristics to consider according to those surveyed.

Recruitment of new workers to Iowa may be an important component in alleviating the workforce shortage, but a comprehensive approach is supported that considers strategies for encouraging current Iowans to continue living and working in Iowa. More than 90% of adult Iowans reported that it would be effective to encourage working people and young people to stay in Iowa. Iowan's opinions on six strategies for retaining Iowans were assessed. More than 90% of the respondents reported that increasing skill levels among Iowans, offering reduced tuition to college students who agree to stay and work in Iowa, making Iowa's strengths better known, and

improving K-12 schools would be effective strategies for retaining Iowans. In addition, more than 80% reported that lowering taxes and making recreation and arts more available would be effective strategies for worker retention. When asked which of these six strategies would be *most* effective for retaining Iowans, offering tuition reductions for students who stay and work in Iowa and lowering taxes were endorsed most frequently.

The fourth section focuses on perceptions of immigration and anticipated willingness to help immigrants moving into a community. When asked whether they believed that immigrants take jobs other Iowans do not want *or* that immigrants take jobs away from other Iowans, about 75% of Iowans reported the former. The majority position on other attitude statements were that immigrants improve the quality of life in communities, crime rates remain stable when immigrants move into communities, and the quality of local schools remains stable when immigrants move into communities. Iowans were divided about whether immigrants are more likely to become productive citizens who pay their fair share of taxes *or* to cost taxpayers too much in government services. More than three-fourths of Iowans reported that they would likely help immigrants moving into a community by doing one or more of the seven ways assessed in this survey. Working within a church or community group to ease transition was the most commonly reported way Iowans anticipated helping.

The fifth, and final section, presents data concerning the awareness of state departments and agencies and four ratings of state government. The awareness data continued the trend from previous years with mostly stable ratings for each department or agency. As in previous years, there was considerable variation in awareness ratings across the departments and agencies. This year the awareness levels ranged from 98.4% for the Department of Transportation to 24.4% for the Information Technology Department. As in previous years, respondents rated the state government on the traits of trustworthy, financially responsible, ethical, and accountable. There was no appreciable change in ratings in the 2001 data as compared to the previous three years. The mean ratings on all four characteristics were only slightly above the neutral point on the scale.

# FINDINGS SECTION 1: PROBLEMS AND GOALS FOR THE STATE OF IOWA

## *Problems Perceived by Iowans*

Iowans were asked to name the three or four biggest problems facing the state in the next 10 years. As shown in Figure 8, economic growth was the most frequently mentioned problem (41.6%). The second most frequently mentioned problem area was education (32.6%). Third was population growth being mentioned by about one in five adult Iowans.

*QA1: In your view, what are the 3 or 4 biggest problems facing the state of Iowa in the next 10 years?*

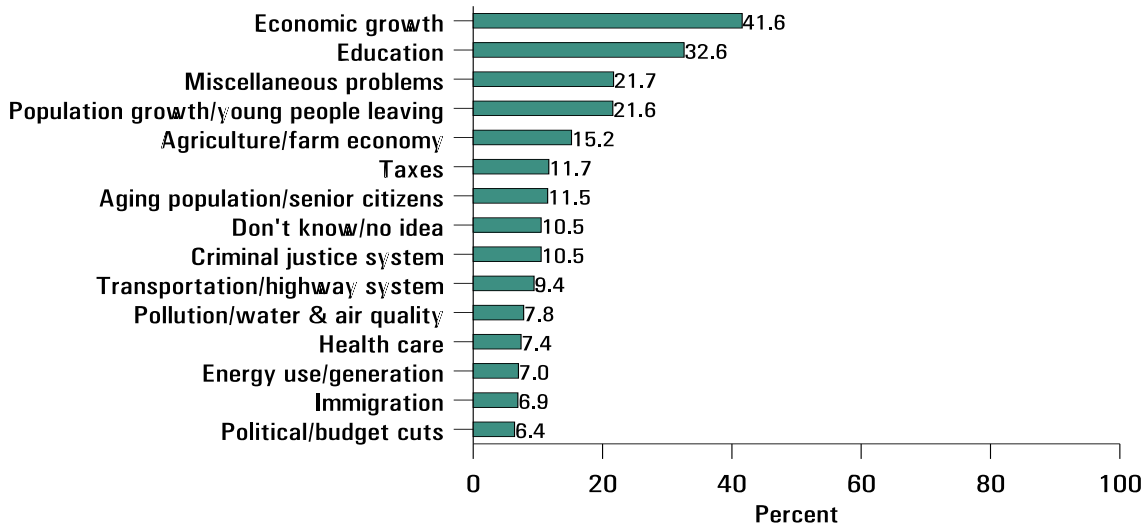


Figure 8. Problems identified by Iowans: All mentions.

## 2010 Goals

Iowans were asked their opinion of the 2010 Goals proposed by the Governor's Strategic Planning Council (2000). The goals were reworded from the original to make them easier for respondents to comprehend. Respondents were asked to rate the importance of the 2010 Goals presented in random order on a scale of 1 to 5 where 1 meant "very unimportant" and 5 meant "very important."

*QA2: I'm going to read 9 major goals that have been suggested for the state to reach in the next 10 years. After each one please tell me how important it is in your view that it be accomplished in Iowa.*

The goals were (means in parentheses):

- Provide high quality educational opportunities for all Iowans throughout their lifetimes. (4.6)
- Protect Iowa's clean air, clean water and healthy soils, and recognize that these are key resources for the state's prosperity. (4.6)
- Raise Iowa wages and incomes to equal or exceed the average for the upper Midwest region. (4.5)
- Provide leadership in efforts to diversify the agricultural economy, increase farm income, and match products with consumer demands. (4.4)
- Ensure access to affordable, high quality early childhood education and child care. (4.4)
- Make state and local governments more effective and efficient by sharing resources, adopting new technologies, making services more available, and combining some country and city agencies when this would be effective. (4.2)
- Increase Iowa's working population, by retaining Iowans of all ages and welcoming new residents from other states and countries. (4.1)
- Assure that all Iowans have access to advanced telecommunications services, that connect them to each other and the world at affordable prices. (3.9)
- Establish Iowa as a recreation destination, featuring attractions such as trails, prairies, sports and arts. (3.6)

The distribution of importance responses for each 2010 Goal are shown in Figure 9. Parallel to the high mean scores for the goals shown above, a majority of Iowans reported that all of the 2010 Goals were either “very important” or “important.” The strongest support (about 90% or more) was shown for providing high quality educational opportunities for all Iowans, protecting Iowa’s air, water and soils, and raising Iowa wages and incomes. Access to child care and education, leadership for a diversified agricultural economy, more effective and efficient state and local government, and increasing Iowa’s working population were supported by 75% to 86% of the respondents. Even the final two goals of access to advanced telecommunications and making Iowa a recreation destination were supported by well over half of the respondents (58% to 67%)

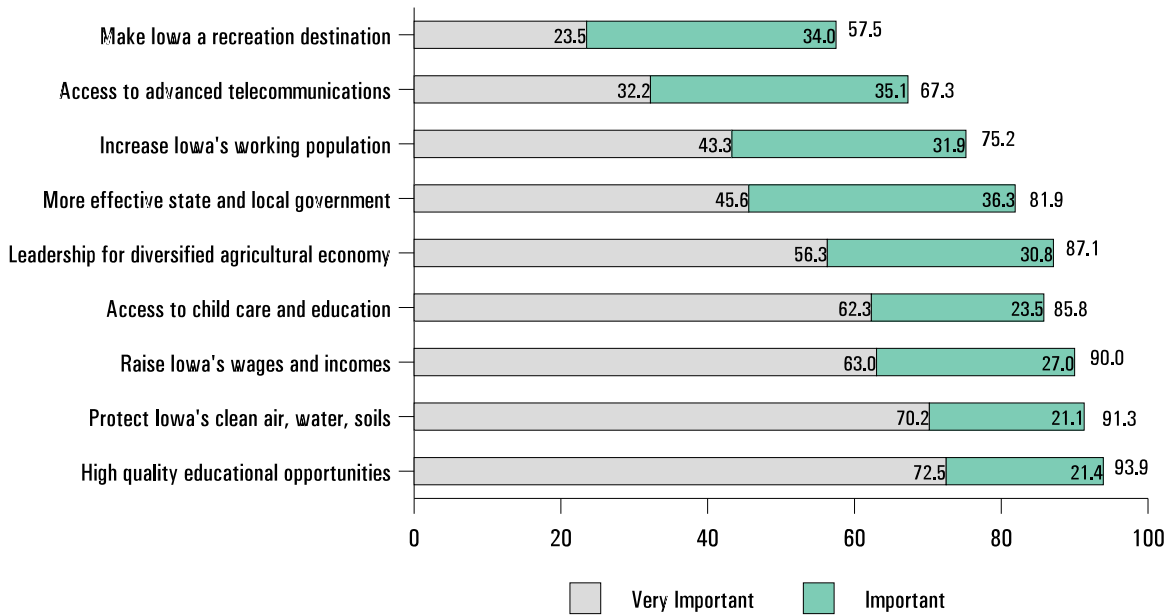


Figure 9. Distribution of importance for the 2010 goals.

A prioritization of the 2010 Goals was sought by asking which one of these goals was thought to be the most important (see Figure 10). The distribution shows that providing high quality educational opportunities was recognized as the most important goal, with nearly one in four Iowans (24.6%) selecting it first.

*QA3A: Which of these goals would you say is the most important one.*

*QB3B: Which of these goals would you say is the second most important.*

When considering jointly the most important and second most important goals, providing high quality educational opportunities was again the predominately supported goal, with 46% of Iowans selecting it as the most or second most important. Nearly one in three Iowans (32.4%) reported that protecting Iowa’s clean air, clean water and healthy soils was the most or second most important goal for Iowa. Four goals were named by 20-30% of the respondents as the first or second most important goals: making state and local government more effective, providing access to affordable, high quality early childhood education and child care; leadership in diversifying the agricultural economy and increasing farm income; and raising Iowa’s wages and income.

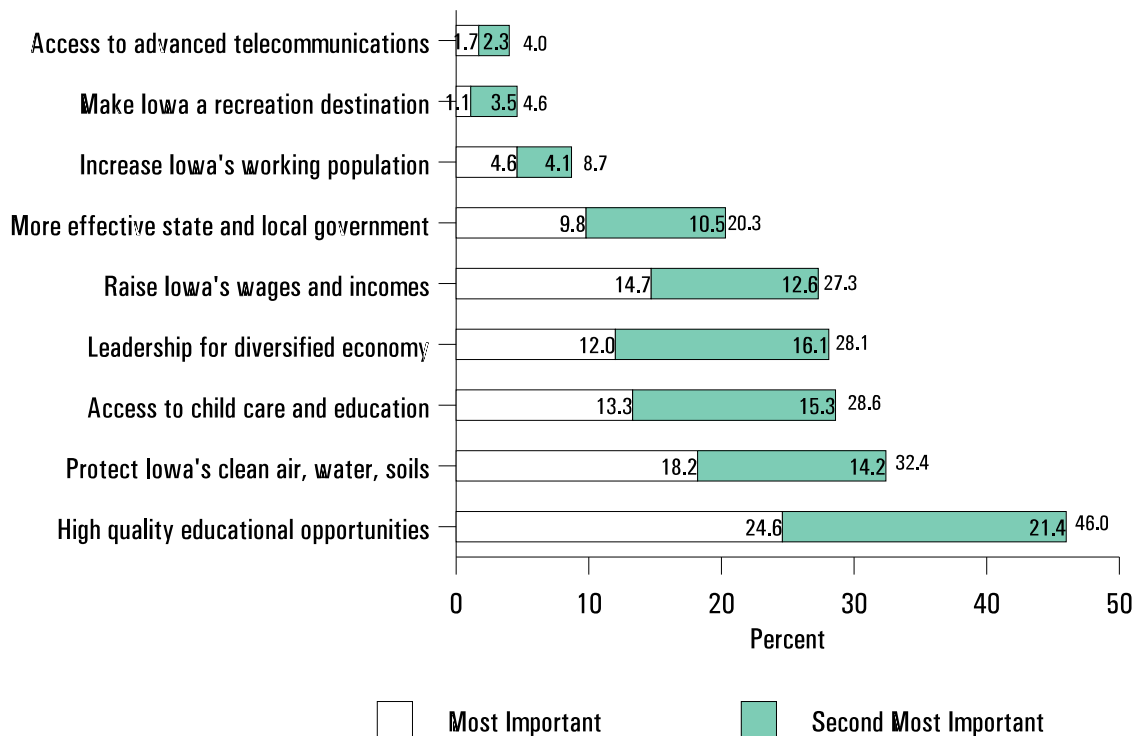


Figure 10. Percent reporting goal as first and second most important.

## FINDINGS SECTION 2: SOCIAL AND CULTURAL ISSUES

### *Reactions to Key Phrases*

Participants were asked to give their reactions to four key phrases that are frequently used by news organizations and other entities when discussing workforce issues. The open-ended responses were categorized; when appropriate, individual responses were placed into multiple categories to capture as much meaning from the data as possible. Thus, the sum of the values in Figures 11-14 exceeds 100%. The full category labels are presented in Appendix D.

*QB1-4. I am going to read 4 terms that are often mentioned in news articles about social issues in Iowa. Tell me what comes to mind when you hear each of these: New Iowans, Diversity, Multicultural, and Immigration.*

There was considerable variation in people’s reported conceptualization of the term “new Iowans” (see Figure 11). The modal response was a nonspecific reference to people moving to Iowa (i.e., not focused on a specific type of person or location from which the person was coming). The second most frequently mentioned response made reference specifically to the term “immigrant.” The idea of “new Iowans” as foreigners or people moving from other countries was reported by 13.8% of the respondents. The notion that “new Iowans” are people moving from other states in the US was reported by 10.4% of the respondents. Approximately one in ten (9.6%) Iowans reported thinking of “new Iowans” as being of a particular demographic group (e.g., Mexicans). Less than 5% of the respondents reported thinking of young Iowans or newborns when hearing the term “new Iowans.”

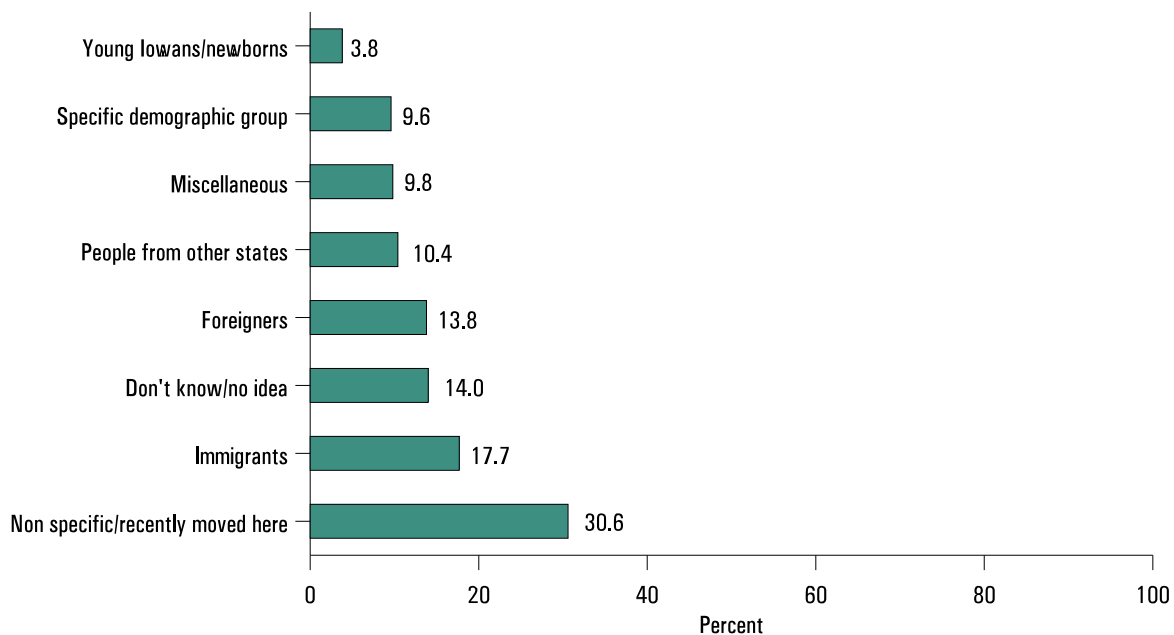


Figure 11. Reactions to the key phrase “new Iowan.” (Sum of the percentages exceeds 100 due to multiple response coding.)

There was considerable uncertainty among the respondents with respect to the meaning of the term “diversity” (see Figure 12). One-fourth of the respondents (25.2%) reported that they did not know or were unsure how to interpret it. Of those who did provide responses, there was wide variation in their interpretations, with 20.7% providing a miscellaneous/neutral, 3.4% a miscellaneous/negative, and 1.9% a miscellaneous/positive response. The concept of mixing races or ethnicity, or of mixed interactions among these groups, was indicated by 16.2% of the respondents. All of the remaining categories had responses mentioned by fewer than 10% of the respondents.

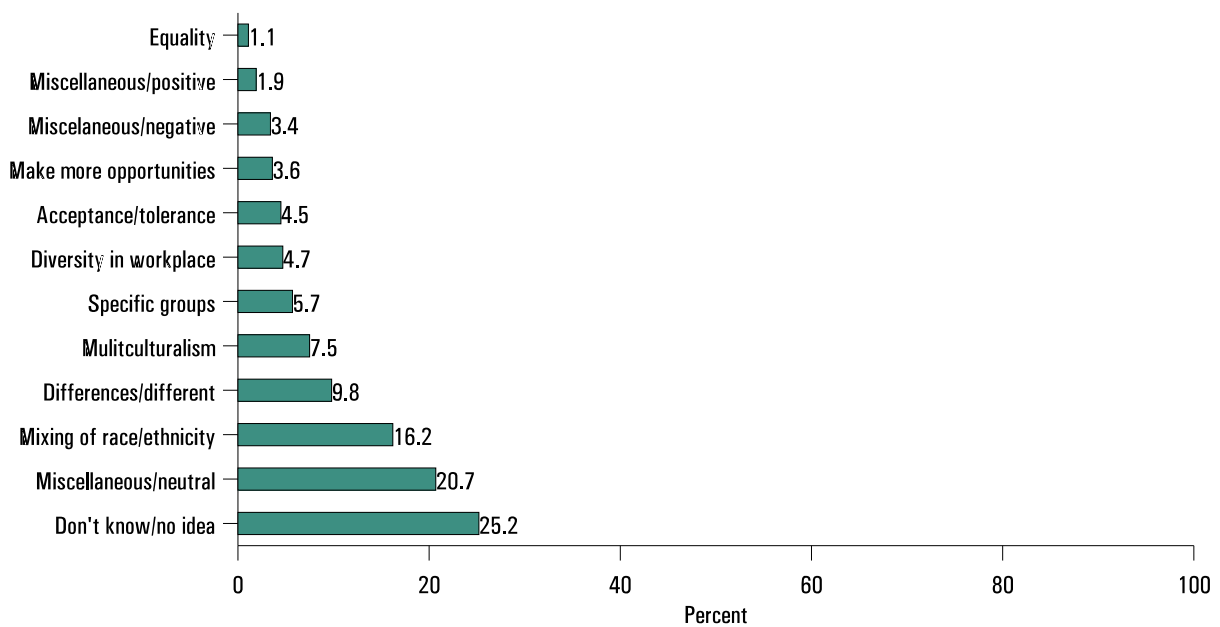


Figure 12. Reactions to the key phrase “diversity.” (Sum of the percentages exceeds 100 due to multiple response coding.)

As shown in Figure 13, there was more certainty about the term “multiculturalism” than with the term “diversity.” Only 10.0% of the respondents reported that they did not know or were unsure about the meaning of “multiculturalism.” This term was most often conceptualized as meaning different races (21.7%), different cultures (18.9%), or different nationalities (9.9%). The miscellaneous responses were further classified by valence; the majority of these were neutral in their valence.

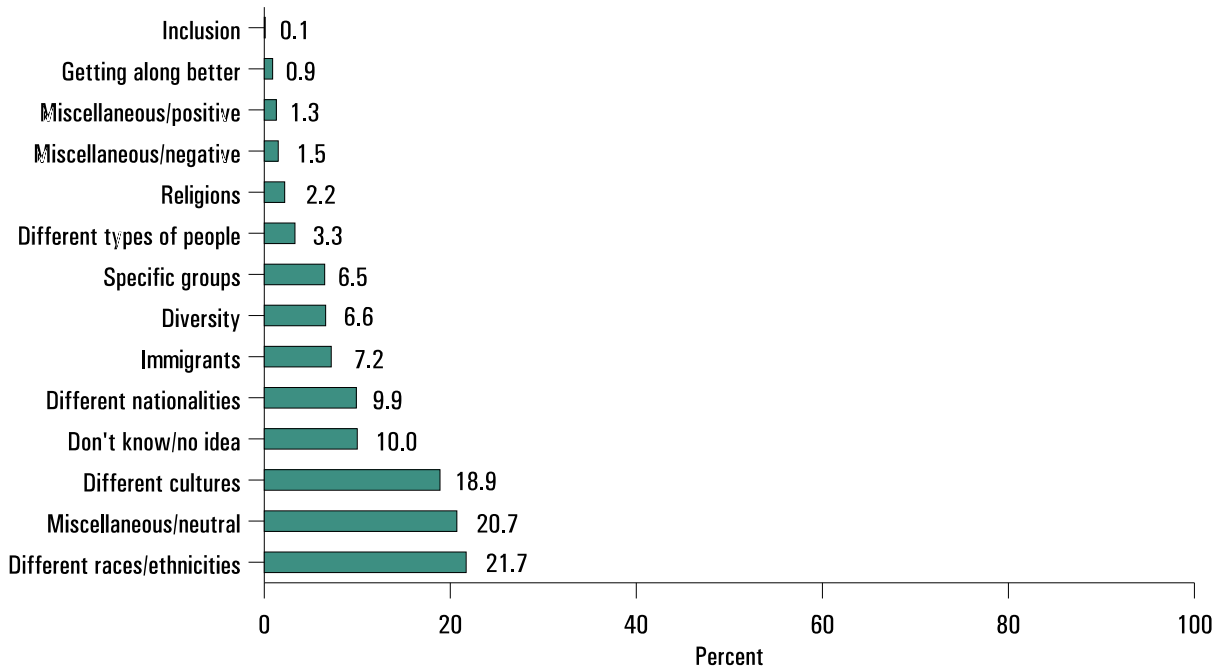


Figure 13. Reactions to the key phrase “multiculturalism.” (Sum of the percentages exceeds 100 due to multiple response coding.)

For 44.7% of the respondents, the term “immigration” as reported to mean “foreigners” (see Figure 14). The social group of Hispanics was mentioned by 17.1% of the respondents in their interpretation of “immigration.” Nearly one-fifth (19.2%) of the respondents made a response that was categorized as “miscellaneous.” All other categories of responses were reported by fewer than 10% of the respondents.

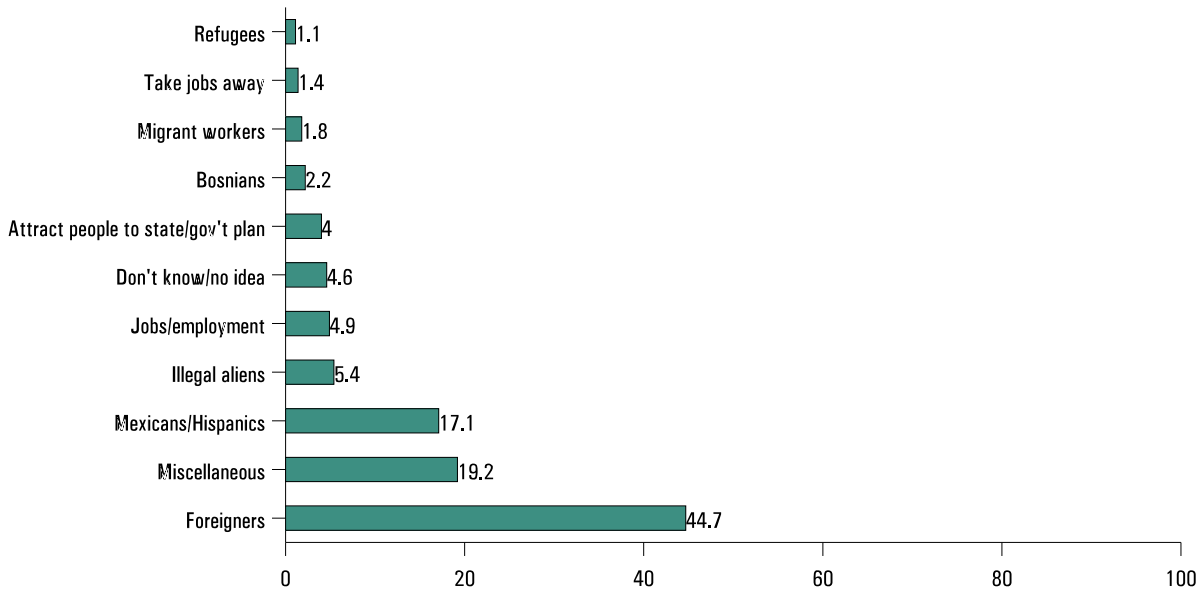


Figure 14. Reactions to the key phrase “immigration.” (Sum of the percentages exceeds 100 due to multiple response coding.)

Of the four key phrases, “immigration” was the one with the most consistent meaning to the respondents, and “diversity” had the least consistent meaning.

### Cultural Awareness and Exposure

**Travel.** Respondents were asked a series of questions about their travels outside of the US. In total, an estimated 40.9% of adult Iowans currently have or at some time have had valid passports. One in four Iowans (26.7%) reported they currently have a valid passport. Of those with a past or current passport, 89.8% reported that they traveled outside of the US. This is about 36.7% of all Iowans.

*QH1A: Do you have a currently valid passport?*

*QH1B: Have you ever had a passport?*

*QH2A: Have you traveled outside the U.S.?*

*QH2B: Where?*

Iowans who reported having traveled outside of the US were asked to identify the places where they had traveled (see Figure 15). Western Europe was the most commonly (66.9%) mentioned travel destination. The bordering countries of Mexico (32.5%) and Canada (31.5%) were the second and third most commonly reported travel destinations.

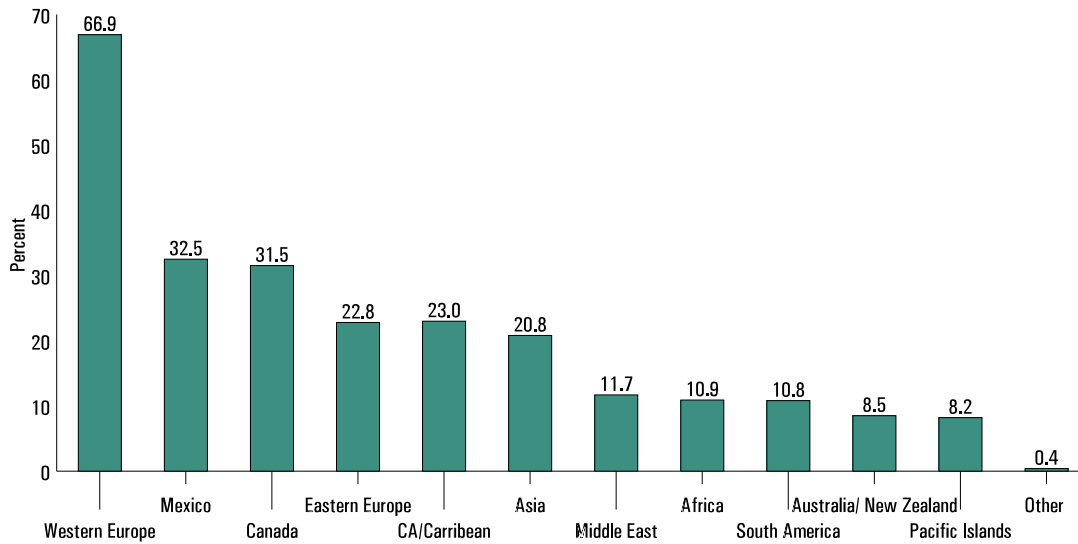


Figure 15. Places traveled to by Iowans. Percentages of those who reported traveling outside of the US.

**Ethnic Restaurants, Festivals, and Events.**

Respondents were asked if they had eaten in an ethnic restaurant in the last year. As shown in Figure 16, only 11% of the respondents reported that they had *not* done so. Slightly more than one-half reported eating in ethnic restaurants at least monthly.

Approximately 55% of the respondents reported that they had attended at least one ethnic festival or event during the past year (see Figure 17). Generally, the respondents who attended these types of events did so infrequently (i.e., one or twice in a year).

*QH3: In the last year, how frequently, if ever, did you eat in an ethnic restaurant? Would you say weekly, monthly, a few times per year, once a year, or never?*

*QH4: In the last year, how frequently, if ever, did you attend ethnic festivals or events? Would you say once or twice, 3-5 times, 6-10 times, more than 10 times, or never?*

who attended these types of events did so

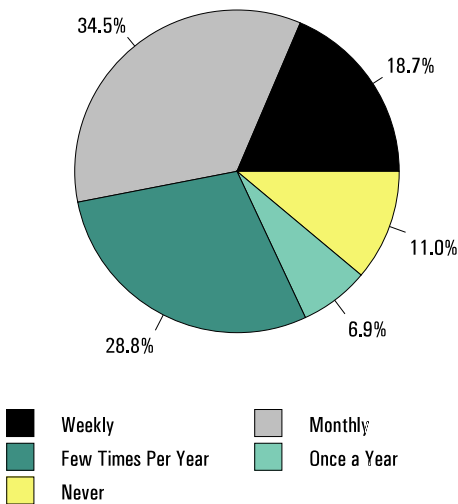


Figure 16. Frequency of eating at ethnic restaurants during the past year.

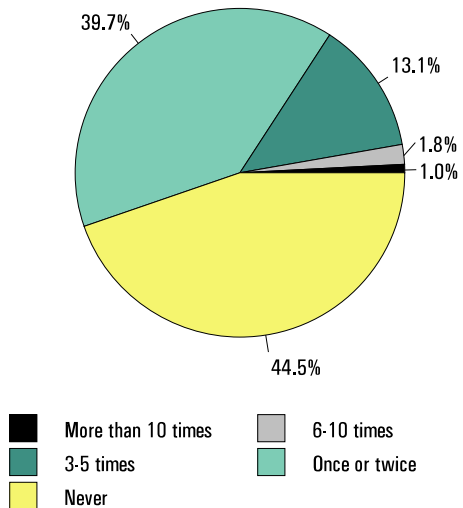
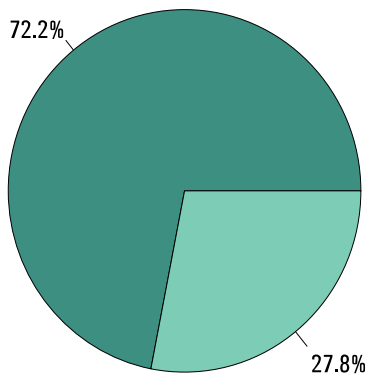


Figure 17. Number of times attended ethnic festivals or events during the past year.

**Community.** Nearly three-fourths (72.2%) of the respondents reported that they were aware of immigrants from other countries moving into their communities during the past 10 years (see Figure 18). However, only 28.2% of the respondents indicated that they were aware of any organizations in their communities that focused on (any) ethnic groups (see Figure 19).

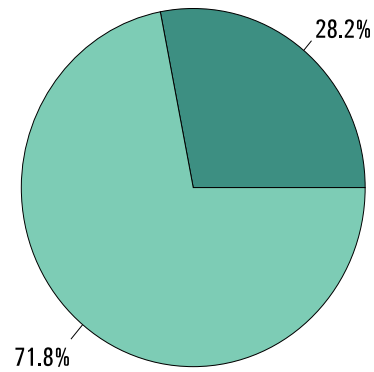
*QH5A: To your knowledge, have any immigrants from other countries moved into your community in the last 10 years?*

*QH6: Do you know of any organizations in your community focused on ethnic groups?*



■ Yes ■ No

Figure 18. Aware of immigrants moving into community in past 10 years.



■ Yes ■ No

Figure 19. Know of any organizations in the community focused on ethnic groups.

According to 29.9% of the respondents, immigrants from Central or South America (including the Caribbean) had moved into their communities during the past 10 years. Asia (27.7%), Eastern Europe (8.1%), and Africa (8.1%) were also mentioned as the more common origins of immigrants into Iowa communities (see Figure 20).

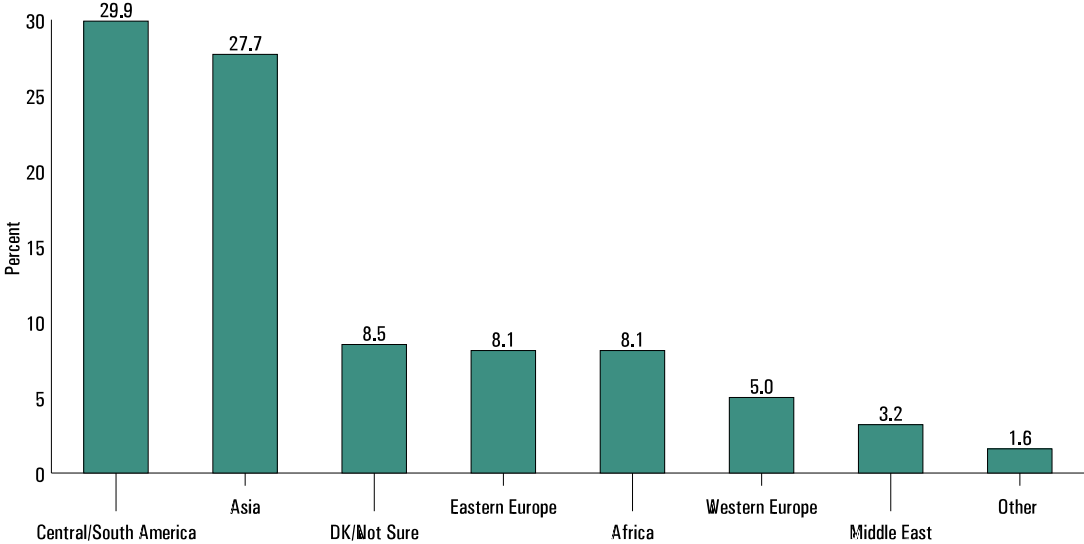


Figure 20. Immigrants from these parts of the world have become residents in the respondent's community during the past 10 years (% of total sample).

**Personal Contact.** Nearly two-thirds (65.2%) of the respondents said they personally knew someone born outside the United States, but who was now living in Iowa (see Figure 21). More than one-half (56.3%) of the employed respondents reported that they worked with someone who was of a different race or ethnic background (see Figure 22).

*QH7: Do you know anyone personally who was born outside the United States, but now living in Iowa?*

*QH21: Do you have any co-workers who are of a different race or ethnic background than you?*

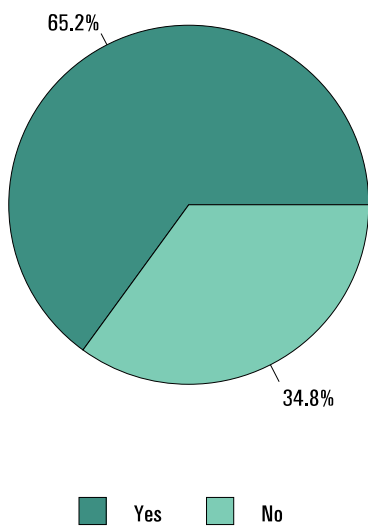


Figure 21. Personally know someone born outside the US who is now living in Iowa.

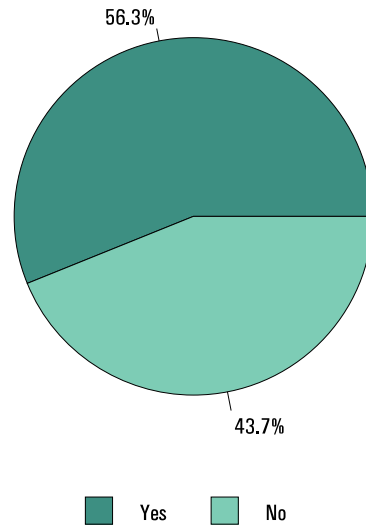


Figure 22. Have at least one co-worker who is of a different racial or ethnic background (% based on employed Iowans).

**Attitudes.** Iowans were asked to indicate their attitude concerning various minority groups and cultural issues. The distribution of responses to each statement is presented in Table 3. Although the items were not organized by theme in the questionnaire, the presentation of the results is so organized.

*QC: The next set of items is about your views on some social and cultural issues. Please tell me how much you agree or disagree with each one. On a scale from 1 to 5 where 1 represents strongly disagree, 2 is disagree, 3 is neither disagree or agree, 4 is agree, and 5 is strongly agree, how much do you agree or disagree with this item?*

Several of the attitude statements concerned productivity and business practices. There was widespread agreement (89% or more) that adults with disabilities and adults of all ages can be productive workers (see Table 3). There was also a high level of agreement among the respondents that women can perform as well as men in virtually all jobs (see Table 3). Approximately two-thirds of respondents did not agree that sexual orientation was a reason for disqualifying someone from a job. In terms of whether too much attention has been directed toward multicultural or minority issues in business during the past few years, there was no consensus among the respondents, with 40.6% agreeing and 27.1% disagreeing with this position.

A second theme was attitudes toward immigration. Only 20.7% of those surveyed said they believed most adult immigrants learn English quickly. Yet, three-fourths reported that English should be required to receive citizenship. Although there was considerable agreement with a language requirement, 51.6% reported that they believed immigrants from non-English speaking countries should continue to use their native language in addition to English. In opposition, one in four Iowans, however, expressed disagreement with the notion of immigrants using their native language in addition to English. As with using their native language, about one-half (49.9%) reported that immigrants should preserve their own customs after they enter the US.

A third theme centered on education. In the past few years, multicultural and minority issues directed toward education have received “too much attention” according to 41.4% of the respondents. The school system should encourage minority and immigrant children to learn and fully adopt traditional American values according to more than two-thirds (69.1%) of those surveyed. However, there was even more agreement (75.8%) that schools should promote traditional Iowa values *as well as* values representing the culturally diverse students in the class.

A fourth theme measured attitudes concerning multiculturalism in neighborhoods and social networks. More than one-half (55.6%) of those surveyed reported that they would enjoy living in a neighborhood with a racially diverse population. According to 46.0% of the respondents, their network of friends is now racially mixed. However, 78.7% of those surveyed said that most of their closest friends were from their own racial group.

Table 3  
Attitudes Toward Minorities and Minority Issues

Statement	Mean	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Adults with disabilities can be productive workers.	4.51	.6	.9	5.1	34.4	59.1
Adults of all ages can be productive workers.	4.41	1.6	2.6	6.2	31.9	57.6
In virtually all jobs, a woman can do as good a job as a man.	4.14	2.8	7.5	11.2	29.3	49.1
I think sexual orientation is a valid reason to exclude someone from a specific job or position.*	2.15	45.7	20.5	15.7	9.3	8.8
In the past few years there has been too much attention directed toward multicultural or minority issues in business.*†	3.22	8.8	18.3	32.3	23.2	17.4
Most adult immigrants learn English quickly.	2.66	14.2	31.4	33.6	16.1	4.6
Immigrants should be required to speak English to receive citizenship.*	4.07	5.0	6.9	12.8	26.6	48.7
Immigrants from non-English speaking countries should continue to use their native language in addition to English.	3.37	12.4	12.5	23.6	29.4	22.2
Immigrants should preserve their own customs after they enter the US.	3.44	7.4	10.0	32.6	31.3	18.6
In the past few years there has been too much attention directed toward multicultural or minority issues in education.*†	3.20	9.3	19.9	29.4	24.3	17.1
I think the school system, from elementary school through college, should encourage minority and immigrant children to learn and fully adopt traditional American values.*†	3.93	2.6	7.4	20.9	32.9	36.2
I think the school system, from elementary through college, should promote traditional Iowa values as well as the values representative of the culturally diverse students in the class.†	4.04	3.0	4.8	16.3	36.8	39.0
I would enjoy living in a neighborhood consisting of a racially diverse population for example, with Asians, African-Americans, Hispanics and Whites.†	3.55	7.2	10.4	26.7	31.3	24.3
My network of friends is racially mixed.†	3.16	14.7	18.4	20.9	28.2	17.8
Most of my close friends are from my own racial group.*†	4.13	3.2	6.7	11.5	31.0	47.7
I would feel OK about my son or daughter dating someone with a different religious background.	3.88	6.2	6.4	18.2	31.9	37.3
I would feel OK about my son or daughter dating someone who moved here from another country.	3.68	5.8	7.3	27.0	33.2	26.7
I would feel OK about my son or daughter dating someone of a different race.†	3.31	12.7	12.6	26.9	26.9	20.8
I think it is better if people marry within their own culture.*†	3.08	15.0	17.2	31.6	17.8	18.4
Iowans should learn to speak two languages.†	2.77	23.8	19.0	25.3	20.0	11.8
I think white people's racism toward racial minority groups still constitutes a major problem in Iowa.†	3.48	5.7	15.2	25.1	33.5	20.6

Note. \* Indicates reverse scoring before summing in composite. † Indicates items adapted/modified from the QDI

A fifth theme concerned the acceptability of intimate intercultural relationships. The majority of the respondents reported that they would feel OK about their sons or daughters dating someone with a different religious background (69.2%) or someone who moved here from another country (59.9%). Slightly less than one-half (47.7%) reported that they would feel OK about their sons or daughters dating someone of a different race. The respondents were divided between those who agreed versus disagreed that it was better for people to marry within their own culture.

Attitudes toward two related statements were also assessed. The first of these statements concerned whether all Iowans should learn to speak two languages. There was no consensus on this issue, with 31.8% of the respondents agreeing and 42.8% disagreeing that all Iowans should learn two languages. The second statement concerned whether “white people’s racism toward racial minority groups still constitutes a major problem in Iowa.” One-fifth (20.9%) of the respondents disagreed that racism is a major problem in Iowa; however, a majority (54.1%) agreed that racism is still a problem in Iowa.

A composite was created by summing the responses for these 21 attitude statements after reverse scoring when appropriate. Eleven of these statements were derived from the Quick Discrimination Index (QDI; see Ponterotto & Pedersen, 1993) and modified as appropriate to this survey. The other 10 items were created specifically for this survey. The scale for these 21 items was internally consistent ( $\alpha = .80$ ). The scores on the composite could range from 21 to 105, with higher scores indicating greater acceptance of minorities and sensitivity towards minority issues (i.e., greater acceptance). The results showed that: acceptance of minorities and sensitivity towards minority issues:

- Was higher among females than males.
- Decreased as age increased. (The age groups differed from each other, except that 25-44 year olds and 45-64 year olds were alike.)
- Was higher among those with children living in the household than among those without children living in the household.
- Was higher among those with at least some college education than among those with only a high school education or less.
- Was lower in rural counties than in metro and non-metro counties. (The non-metro and metro counties did not differ significantly.)
- Was equal (not different) for those with annual gross household incomes of less than \$50,000 versus those with incomes of \$50,000 or more.

Table 4  
Acceptance of Minorities and Sensitivity to Minority Issues

Demographic Characteristic	Mean	Demographic Characteristic	Mean
<b>Gender</b>		<b>Education</b>	
Males	67.5	High school or less	65.5
Females	70.3	At least some college	70.7
<b>Age Group</b>		<b>Stratum/County Type</b>	
18-24	74.5	Metro	70.0
25-44	70.1	Non-Metro	68.8
45-64	68.7	Rural	66.9
65 or older	65.3	<b>Income</b>	
<b>Children in Household</b>		Less than \$50,000	68.9
No	68.1	\$50,000 or more	69.6
Yes	70.3	Total Sample	68.9

*Note.* Possible range of scale 21-105. Higher values indicate higher level of acceptance of minorities and sensitivity to minority issues. Only respondents who answered all scale items were included in the composite (n=966). Observed range was 40-98.



## FINDINGS SECTION 3: WORKFORCE RECRUITMENT, DEVELOPMENT & RETENTION

### *Awareness of Iowa Population and Workforce Trends*

**Awareness.** The respondents were read nine statements (in a random order) about Iowa's population and workforce trends. First, they were asked whether they had heard or read the statement (prior to the interview). They were then asked whether they considered the named issue to be a major problem, minor problem, or not a problem. The statements were:

*QD1: Various statements have been made by state officials, business leaders and others regarding the future of Iowa's population, especially its workforce. I am going to read some of these to you and ask whether you have heard the statement and what your opinion is of it.*

- Iowa's population grew at only half the rate of the nation from 1990 to 2000.
- Iowa faces a shortage of workers in the next few years.
- Iowa will need more skilled workers for existing businesses and industries.
- Iowa will need more skilled workers to attract new businesses and industries.
- Many students who have just completed college leave the state each year.
- The average age of Iowans is increasing.
- Iowa has more people over age 70 than under age 5.
- Iowa has fewer people under age 19 today than it did in 1980.
- Iowa's total population would have decreased in the last 10 years if not for immigrants coming into the state from other countries.

The reported level of awareness with the statements varied with the content area (see Figure 23). For instance, more than 90% of Iowans reported that they were aware that many recent college graduates were leaving the state. With respect to the three workforce statements, more Iowans reportedly had heard or read these statements than had not. With the exception of the statement concerning the increasing average age of Iowans, the statements concerning population demographics had been heard or read by less than one-half of the respondents. The lowest level of awareness was with the statement comparing the number of persons under the age of 19 today versus in 1980. The last statement listed above had been widely reported in the early part of 2001. When relevant 2000 Census data were released later in the year, the statement was shown to be false. In truth, one-third of Iowa's population growth from 1990 to 2000 was due to migration of people from outside of the state (other states or other countries combined).

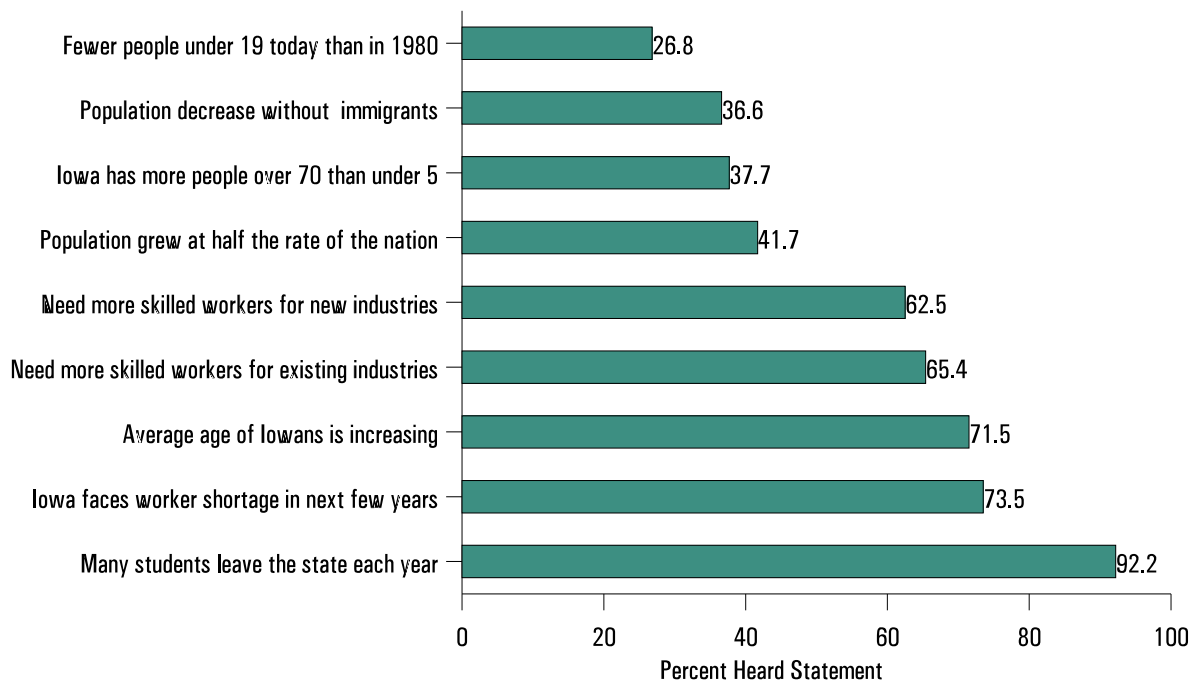


Figure 23. Trends in Iowa's population and workforce: Awareness (% having heard or read the statement).

**Perceived Problem.** Each of the population/workforce statements was considered to be at least a minor problem for Iowa for at least three-fourths of the respondents (see Figure 24). At the top the trend of many recent college graduates leaving the state was considered a major problem by 73.7% of those surveyed, and an additional 22.0% of the respondents considered this to be a minor problem. More than one-half of those surveyed reported that it was a major problem that: Iowa faces a worker shortage in the next few years (58.0%), Iowa needs more skilled workers for existing businesses and industries (57.2%), and Iowa needs more skilled workers to attract new businesses and industries (54.6%). The remaining statements concerning the demographics of Iowa’s population were reported to be major problems for Iowa according by at least one-third of the respondents.

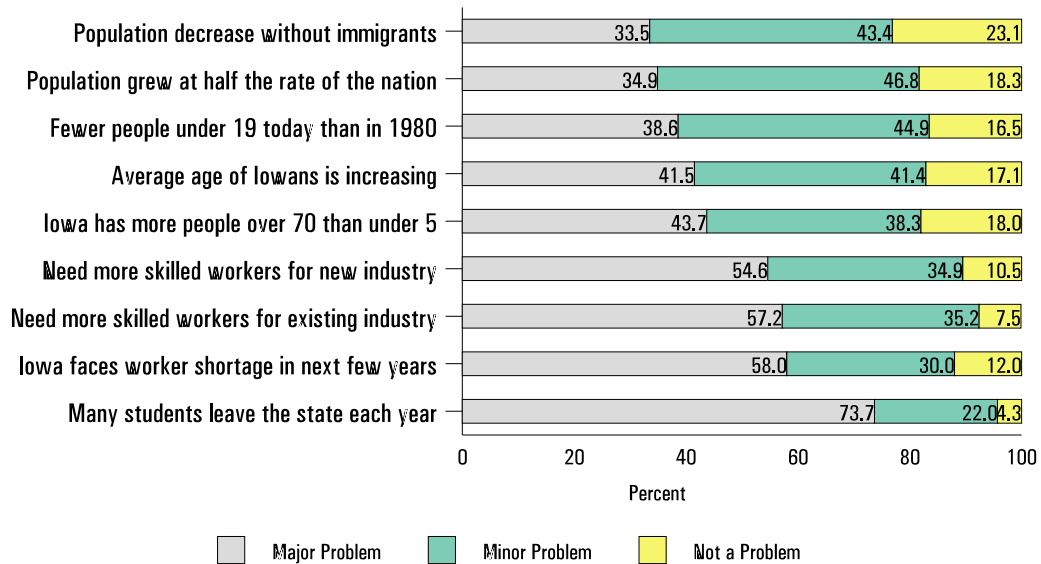


Figure 24. Trends in Iowa’s population and workforce: Severity of problem.

## Workforce Recruitment

**Community Recruitment.** Respondents were asked about the recent shift in workforce recruitment strategy to include entire communities rather than only the businesses and industries that need the workers (see Figure 25). More than half (55.2%) of the respondents said that including the entire community in the recruitment of new workers was a positive change from previous recruitment practices. Only 13.5% of the respondents reported community recruitment represented a negative change.

*QD10: In the past, most workforce recruiting in Iowa has been the responsibility of the private businesses and industries that needed the workers. More recently, these recruiting responsibilities have begun to include entire communities. In your view, is this a positive or negative change for Iowa, or doesn't this difference in strategy matter?*

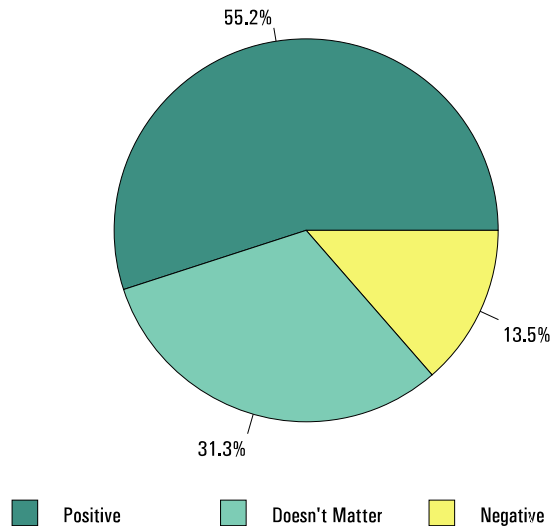


Figure 25. Change toward including the entire community in recruiting new workers.

**Important Characteristics for Recruiting Iowa’s Workforce.** Respondents were asked how important 17 characteristics were when considering who to recruit for Iowa’s workforce. The characteristics were:

- Their skills
- They have Iowa connection.
- They have Midwest connections
- They are US citizens
- They are English speaking
- They are likely to remain employed
- They are refugees from war or other conflict
- They would add to cultural diversity in the state
- They would try to become integrated into the community
- What part of the world they are from
- Their level of education
- Their current income
- Their family or marital status
- Their sex
- Their age
- Their race
- Their religion

*QE1A-Q: Suppose Iowa communities and businesses tried to increase the workforce by recruiting more people to come to the state. Please tell me how important each of the following characteristics is to you in deciding who to recruit. How important is it to you? Would you say not important, somewhat important, or very important?*

The importance ratings for these characteristics are shown in Figure 26. Four tiers of characteristics emerged from these ratings. The top tier, consisted of two characteristics, the likelihood to remain employed and the person’s skills. These two were rated as very important by at least three-fourths of those surveyed and were rated as somewhat or very important by more than 95% of the respondents. The second tier of characteristics were: integration into the community, English speaking, being a US citizen, and level of education. These were rated as very important by 40-60% of respondents. The third tier of characteristics was rated as very important by 15-20% of the respondents. These characteristics were: adding cultural diversity to the state, having Iowa connections, and having Midwest connections. The fourth and lowest tier of characteristics (very important by 10% or less) were: refugees from war or other conflicts, family or marital status, part of the world, current income, age, race, religion, and sex.

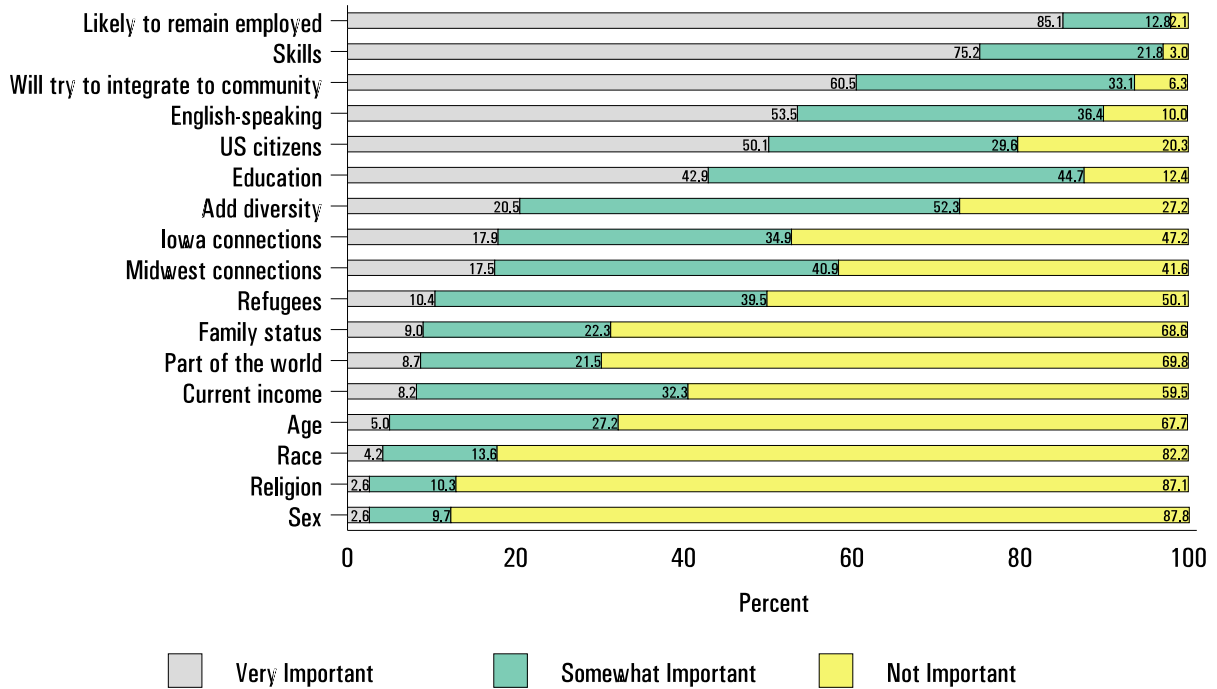


Figure 26. Importance of characteristics to consider when recruiting Iowa’s workforce.

As shown in Figure 26, the part of the world the new workers might be recruited from was reported to be not important by 69.8% of those surveyed. The 30.2% of the respondents who reported this characteristic to be at least somewhat important were then asked what parts of the world from which it was desirable to recruit workers. These respondents were also asked which, if any, parts of the world were undesirable for recruiting workers. Given this sequence of questions, the percentages of all adult Iowans who reported particular parts of the world as either desirable or undesirable places to recruit new workers are shown in Figure 27 (desirable) and Figure 28 (undesirable) on the next page.

Among *all* respondents, 72.1% reported either that the part of the world for recruiting was not important or that recruitment could occur anywhere in the world. In terms of specific countries or areas of the world, Western and Eastern Europe were the most commonly mentioned areas from which it was desirable to recruit workers (see Figure 27).

One in eight (12.5%) of those surveyed reported that there were places in the world from which it was not desirable to recruit workers. As shown in Figure 28, Africa, Asia, and the Middle East were the three areas most commonly mentioned by respondents as being undesirable places for recruiting workers; however, each of these locations were mentioned by less than 4% of all of those surveyed.

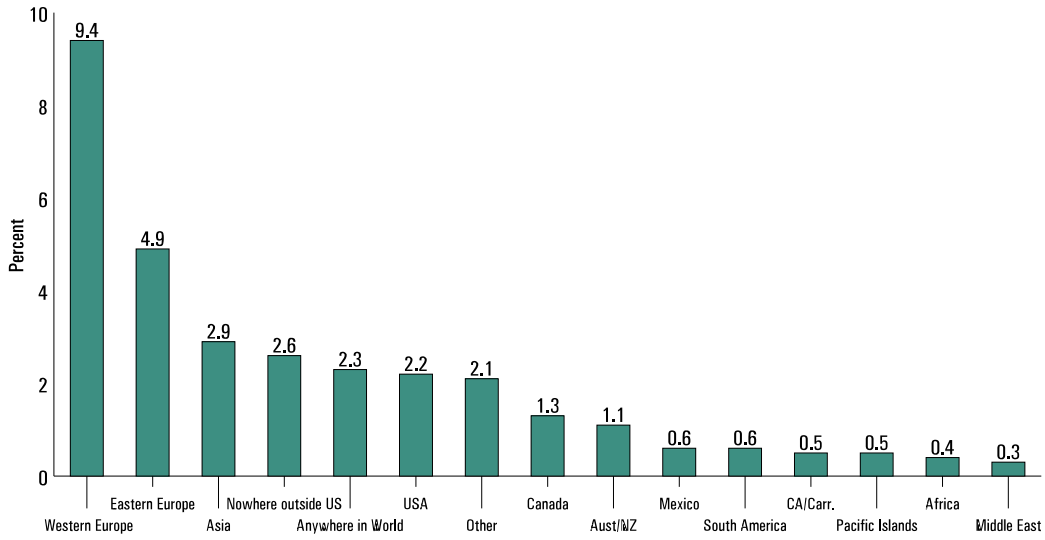


Figure 27. Desirable places from which to recruit workers (% of total sample).

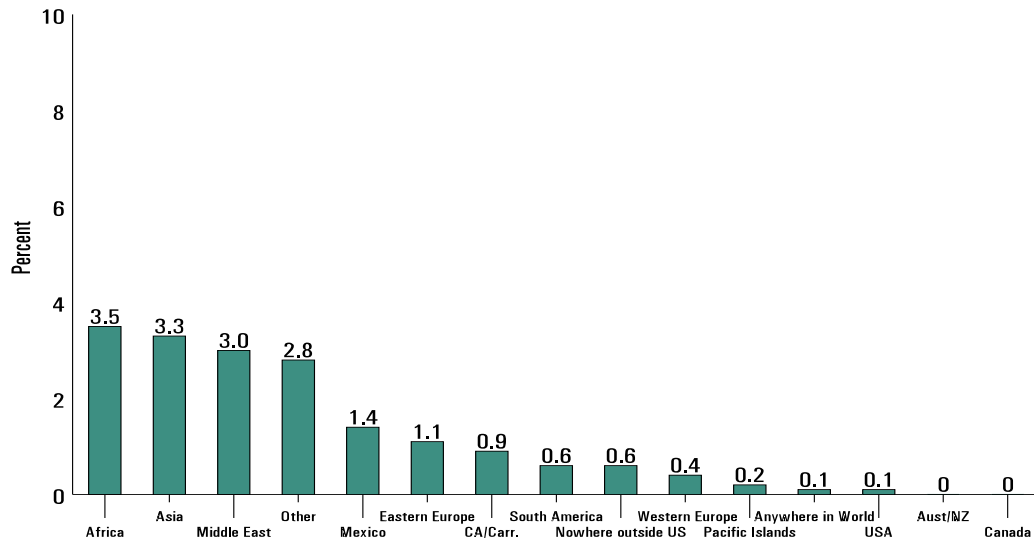


Figure 28. Undesirable places from which to recruit workers (% of total sample).

In the figures above “Aust/NZ” means Australia and New Zealand, and “CA/Carr” means Central America and Carribean.

**Encouraging Former Iowans to Return.** One potential strategy for increasing the size of Iowa’s workforce would be to entice former Iowans to return to the state. Approximately nine in ten Iowans reported that offering assistance to increase skill levels (91.6%), improving K-12 schools (90.7%), and making Iowa’s strengths better known (88.7%) would be effective strategies for encouraging former Iowans to return to the state (see Figure 29). Lowering taxes (80.6%) and making recreation and arts more available (76.2%) were also considered effective strategies by more than three-fourths of Iowans. One-fifth (21.9%) of the respondents expressed some other way of encouraging former Iowans to return to Iowa. The “other” ways mentioned by at least 2% of the total sample were better wages (9.5%) and more or better job opportunities (4.2%).

*QE3D1-QE3D5: If Iowa tried to encourage former Iowans to return to the state would it be effective to (1) lower taxes, (2) make recreation and arts more available, (3) make Iowa’s strengths better known, (4) improve K-12 schools, and (5) offer assistance to increase their skills?*

*QE3D6: Are there other ways you think should be used to encourage former Iowans to return?*

*QE3DD1: Of these (i.e., QE3D1-6), which do you think would be the most effective strategy to encourage former Iowans to return to the state?*

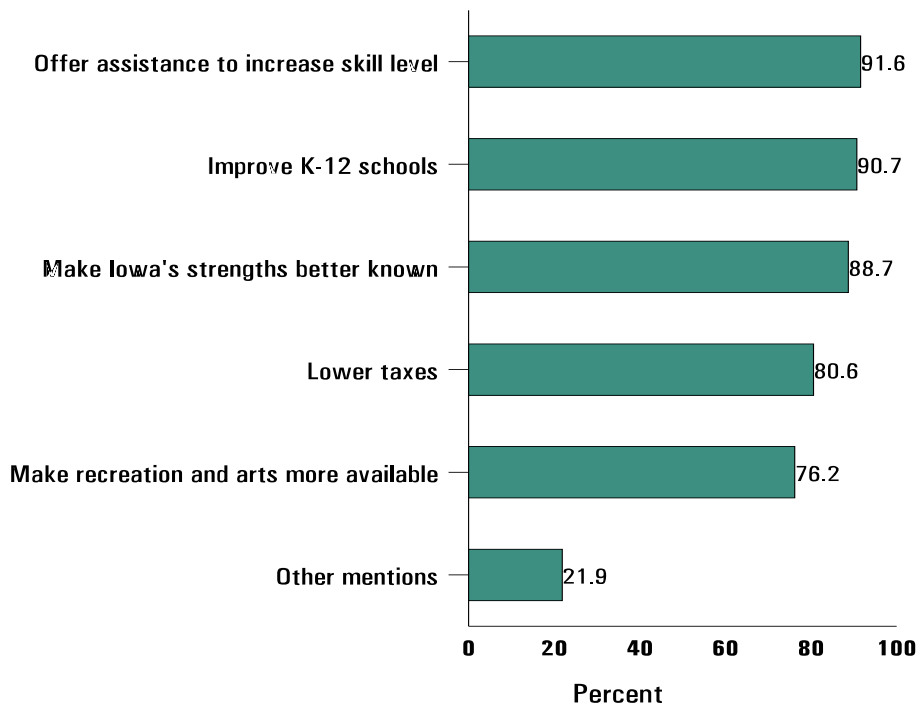


Figure 29. Strategies for encouraging former Iowans to return: Percent rating effective.

A prioritization of these strategies was assessed by asking respondents one would be the *most effective* for encouraging former Iowans to return. The one most widely selected strategy for encouraging former Iowans to return to the state would be to lower taxes (41.2%) (see Figure 30). Viewed from the opposite perspective, nearly 60% (a majority) thought something other than lower taxes would be the most effective strategy. Most of the “other mentions” were comments about wages and job opportunities. Specifically, 9.0% of all respondents reported that higher or competitive wages and 3.2% of all respondents reported that better quality jobs or more job opportunities would be the most effective strategies for encouraging the return of former Iowans.

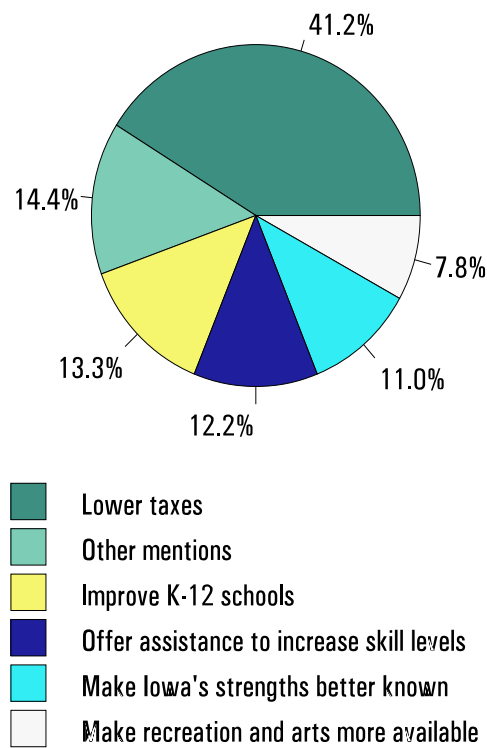


Figure 30. Most effective strategy for encouraging for Iowans to return.

## Workforce Development

**Skill Enhancement.** As shown in Figure 31, Iowans overwhelmingly reported believing that it would be effective to increase the skill levels of low wage holders (96.9%), the disabled (93.8%), and the unemployed (91.0%). The majority of Iowans (62.0%) also said it would be effective to increase the skill levels of the retired. Approximately one-fifth (21.5%) reported that it would be effective to increase the skill of some other groups of Iowans. The other groups mentioned by at least 2% of the total sample were: currently employed without reference to a specific occupation (5.1%), young or young adults (2.6%), currently employed with a specific occupation mentioned (2.0%).

*QE3C1-QE3C4: If Iowa tried to increase the skill levels of current Iowans would it be effective to increase the skill levels of those (1) now unemployed, (2) with disabilities, (3) in low wage jobs, (4) who are retired?*

*QE3C5: Are there others whose skills should be increased?*

*QE3CC1: Of these groups of people, which group do you think it would be most effective to try to increase the skill levels of?*

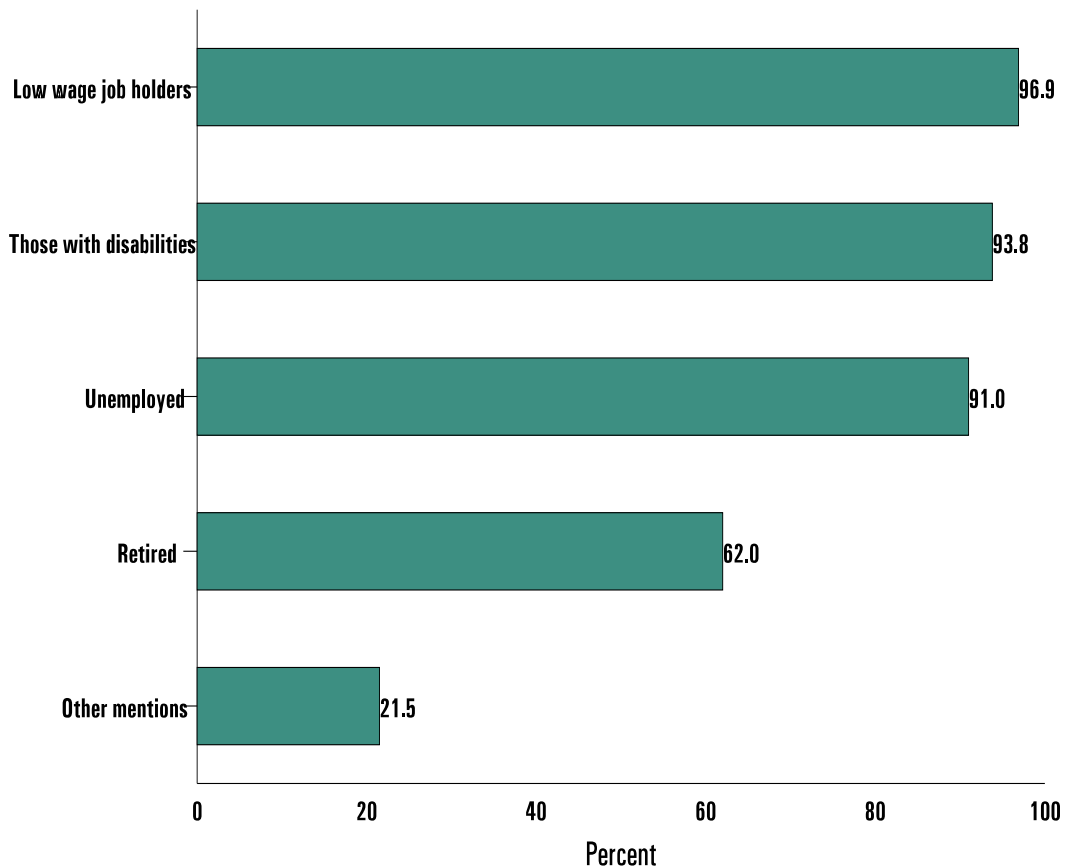


Figure 31. Groups to target for increasing skill levels of current groups of Iowans: Percent rating effective to target this group.

A prioritization of these strategies was assessed by asking respondents which one of these strategies would be the most effective for increasing skill levels. Figure 32 shows that slightly more than one-half (52.9%) said that it would be most effective to increase the skill levels of low wage job holders. Nearly one third (30.9%) said that increasing the skill levels of the unemployed would be the most effective strategy. The two groups identified, in the “other mentions,” as being most effective to target were young people (2.9%), and the employed including references that were occupation specific and non-specific (2.8%).

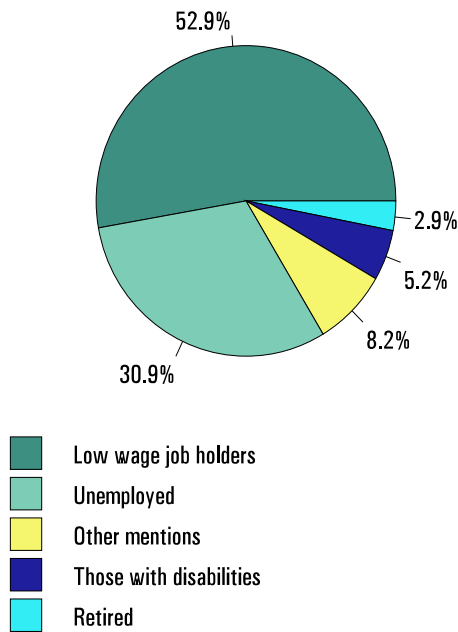


Figure 32. Most Effective groups to target for increasing skill levels among current Iowans.

## Workforce Retention

**Considered Leaving Iowa.** As shown in Figure 33, nearly one-third (31.5%) of those surveyed reported that they had seriously considered leaving Iowa during the last 5 years.

*QH12: In the last 5 years, have you ever seriously considered leaving Iowa?*

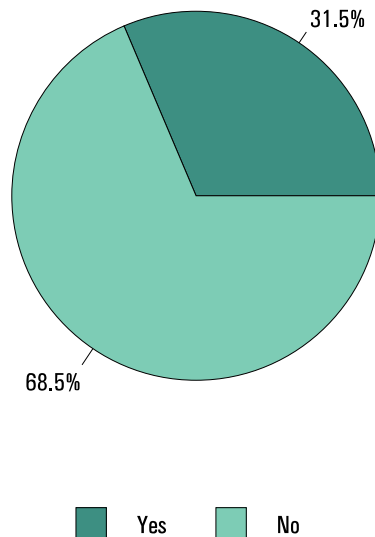


Figure 33. Seriously considered leaving Iowa during the past 5 years.

Some subgroups were more likely than others to seriously consider leaving Iowa:

- 34.7% of men versus 28.6% of women
- 57.2% of those aged 18-24; 42.6% of those aged 25-44; 28.8% of those aged 45-64; 13.1% of those aged 65 or older
- 28.6% of those without children living in the household versus 37.5% of those with children in the household.
- 26.0% of those with only a high school education or less versus 34.8% of those with at least some college education.

**Which Iowans Should Be Encouraged to Stay.**

As shown in Figure 34, more than 90% of respondents reported that it would be effective to encourage working people (97.2%) and young people (93.6%) to stay in the state. Also, encouraging retired people to work at jobs in Iowa was reported as likely to be effective by 83.7% of those surveyed. The two most frequently reported “other” groups were: college students or graduates (6.1%), skilled/employed or willing to work (5.1%), and “everyone”(3.2%).

*QE3A1-QE3A3: If Iowa tried to retain those who grow up in the state, would it be effective to encourage (1) young people, (2) working people, and (3) retired people to stay?*

*QE3A4: Are there others you think should be encouraged to stay to improve Iowa’s workforce?*

*QE3AA1: Of these groups of people (i.e., QE3A1-4), which group do you think it would be most effective to try to retain?*

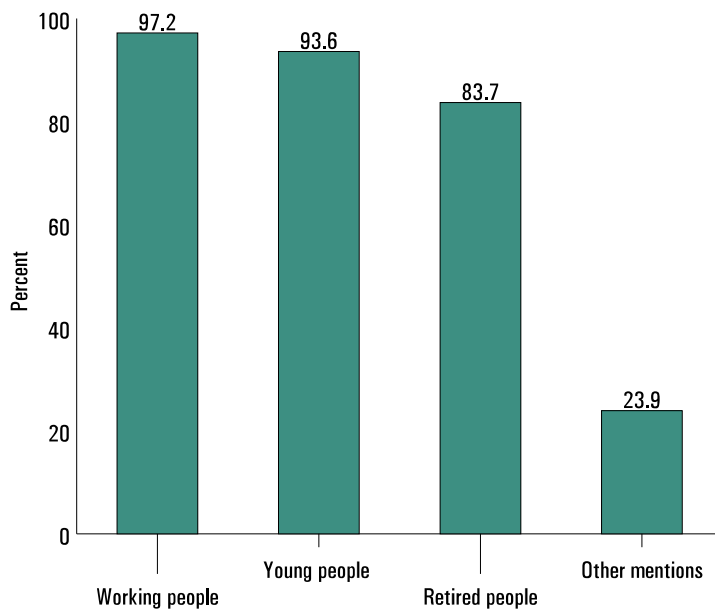


Figure 34. Types of people to encourage to stay in Iowa: Percent rating effective to target this group.

A prioritization of these groups was assessed by asking respondents to say which one of the groups would be *most effective* to try to retain. Encouraging young people to stay was reported to be the most effective group to try to retain, and working people were rated as the second most effective group to retain (see Figure 35). In the “other mentions,” college educated was the dominate response with 3.2% of all those surveyed reporting it was the most effective group to try to retain.

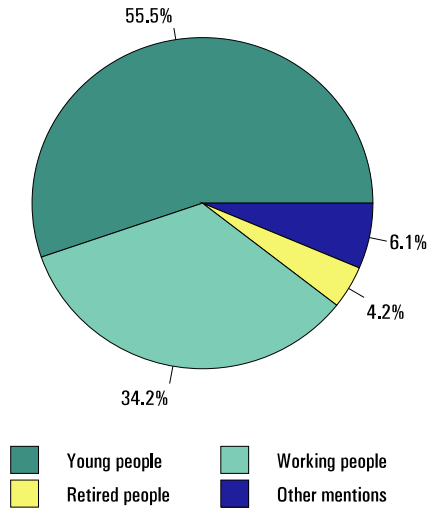


Figure 35. Most effective type of people to encourage to stay in Iowa.

**Strategies for Retaining Iowans.** As shown in Figure 36, more than 90% of the respondents reported that offering assistance to increase the skill level of Iowans (95.0%), offering reduced tuition to college students who agree to stay and work in the state (93.8%), making Iowa’s strengths better known (92.9%), and improving K-12 schools in order to retain Iowans (92.5%) would be effective ways to retain Iowans who grew up here. In addition, more than 80% of respondents indicated that lowering taxes (82.2%) and making recreation and arts more available (81.0%) would be effective strategies for retaining Iowans. Approximately 30% of the respondents supported other strategies for retaining Iowans. The “other” strategies mentioned by at least 2% of all respondents were: better wages (13.0%), better job opportunities or improved business climate (6.5%), and improved funding and support for education (2.5%).

*QE3B1-QE3B6: In order to retain those who grow up in the state, would it be effective to (1) lower taxes, (2) make recreation and arts more available, (3) make Iowa’s strengths better known, (4) improve K-12 schools, (5) offer reduced tuition to college students who agree to stay and work in the state, and (6) increase skill levels of Iowans?*

*QE3B7: Are there other ways you think should be used to retain Iowans?*

*QE3BB1: Of these ways mentioned for trying to retain those who grow up in the state, which do you think would be the most effective strategy?*

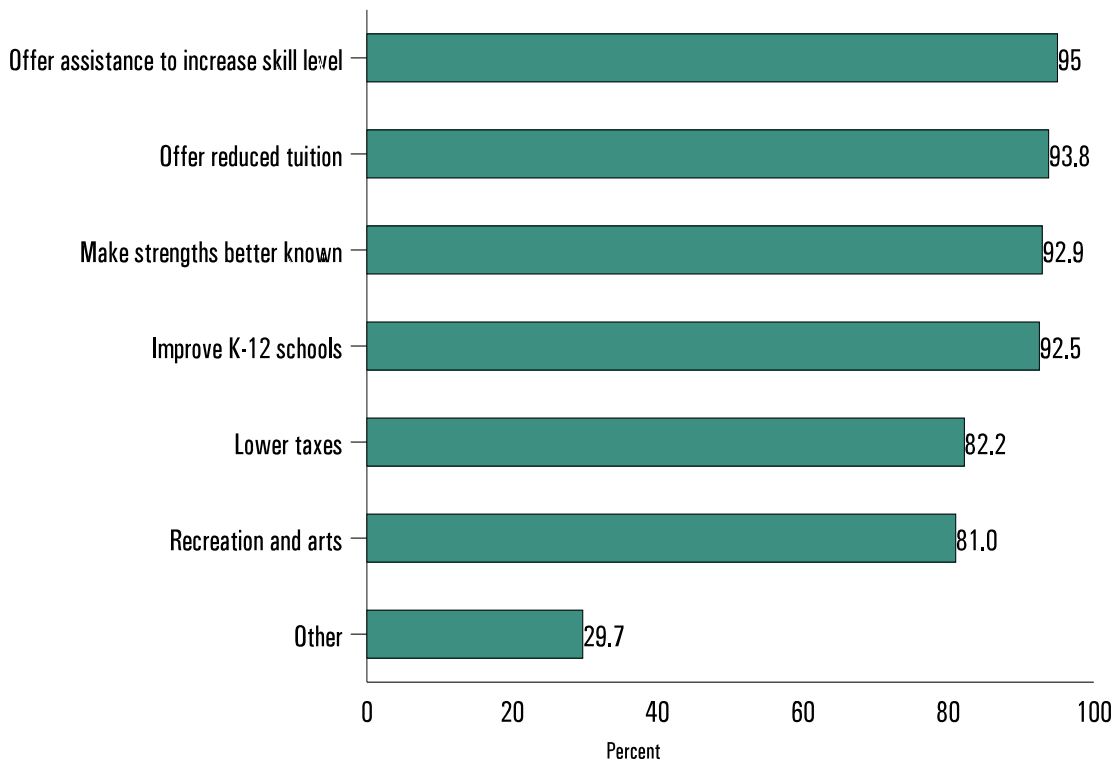


Figure 36. Strategies for retaining Iowans: Percent rating strategy effective.

These strategies were prioritized by asking respondents which one would be the *most effective* strategy for retaining Iowans. Figure 37 shows that 32.3% of the respondents reported that offering reduced tuition to college students who agree to stay and work in the state would be the most effective. Lower taxes was rated as the most effective of these strategies by 24.3% of the respondents. Nearly 15% of the respondents suggested that some other strategy (i.e., not one of the six strategies assessed in the survey) would be the most effective. Better wages or higher salaries was reported to be the best strategy according to 9.9% of the sample, and an additional 2.1% reported that more/better job opportunities would be the most effective strategy.

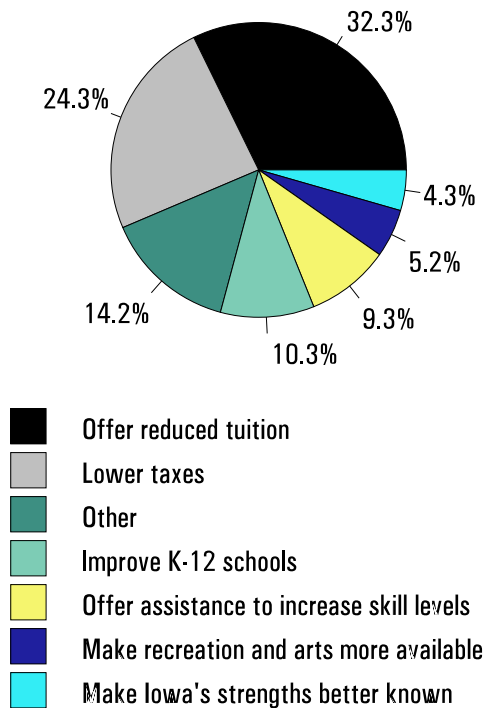


Figure 37. Most effective strategy for retaining Iowans.

### Support for Strategies to Improve Workforce

Each of five strategies for improving Iowa’s workforce was supported by a majority of the respondents (see Figure 38). More than 95% of those surveyed supported increasing the skill levels of current Iowans (97.0%) and trying to retain those who grow up in the state (95.7%). More than 80% of those surveyed supported encouraging people from other states to come to Iowa (86.3%) and encouraging former Iowans to return to Iowa (84.5%). Encouraging people from other countries to come to Iowa was supported by 60.9% of those surveyed and opposed by 24.0% of the respondents.

*QE2A-QE2E: There are several ideas about how Iowa could improve its workforce. Please tell me whether you support or oppose each of the following: (A) try to retain those who grow up in the state, (B) increase the skill levels of current Iowans, (C) encourage former Iowans to return to the state, (D) encourage people from other states to come to Iowa, and (E) encourage people from other countries to come to Iowa.*

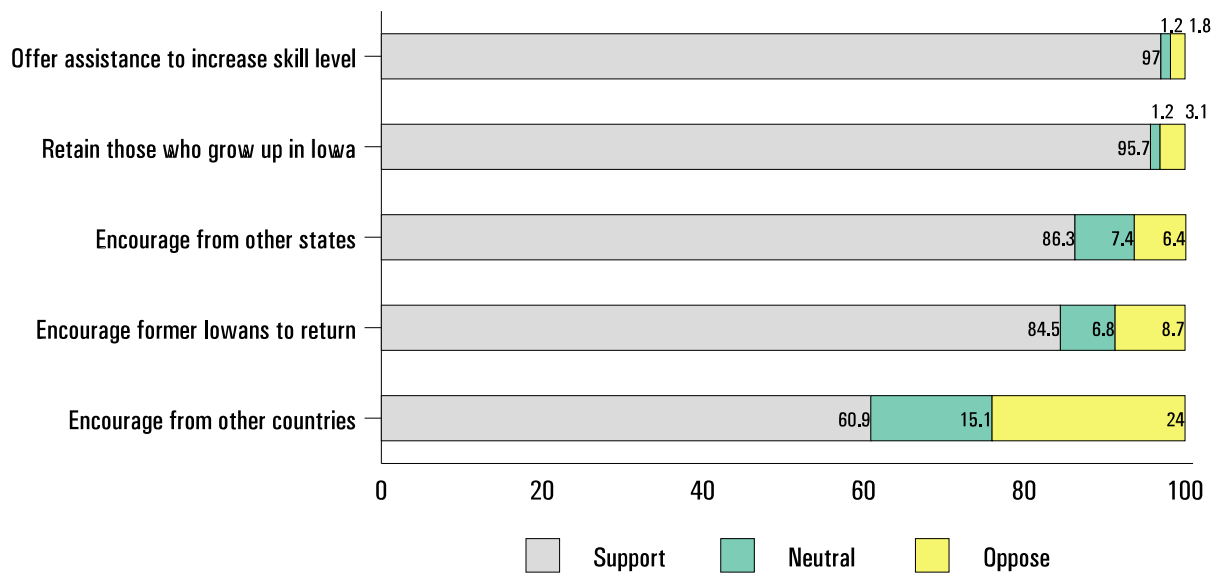


Figure 38. Support for five ways to improve Iowa’s workforce.



## FINDINGS SECTION 4: IMMIGRANTS

### *Perceptions about Immigrants: Jobs, Government Services, and Quality of Life*

Respondents were asked their opinions about the effects that immigration might have on jobs, government services, and quality of life. For these issues, respondents were read pairs of contrasting statements about the effect that immigration might. They were then asked to indicate which statement was closer to their own view. To control for possible bias due to the order in which the opposing statements were read, respondents were randomly assigned to one of the two possible orderings. To avoid redundancy in this presentation of findings, only one ordering is shown in the question boxes. The complete wording of both orderings are shown in Appendix B. The pie charts presented here represent combined data from both item orderings.

**Jobs.** Iowans were three times more likely to report believing that immigrants take jobs other Iowans do not want than they were to report believing that immigrants take jobs away from other Iowans (see Figure 39). Specifically, 76.0% of the respondents viewed immigrants as taking jobs other Iowans did not want.

*QF1A: Some people believe that immigrants mostly take jobs that other Iowans don't want. Others think that immigrants mostly take jobs away from other Iowans. Which is closer to your view?*

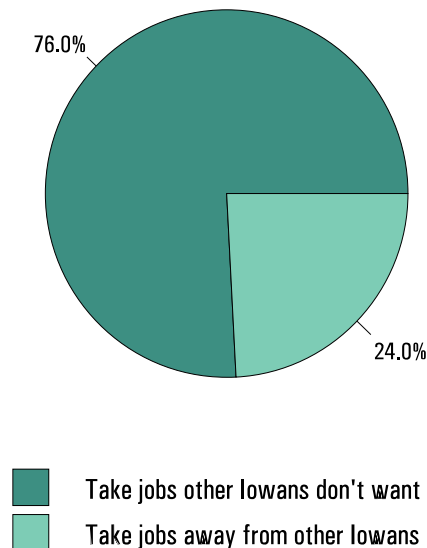


Figure 39. Perception of competition between immigrants and other Iowans for jobs.

**Government Services.** As evident in Figure 40, the respondents were divided on the role of immigrants as productive citizens who pay their fair share of taxes. Immigrants become productive citizens according to 49.1% of those surveyed; however, immigrants cost taxpayers too much by using government services according to 40.7%. One-tenth (10.2%) of the respondents did not express an opinion on this issue.

*QF2A: Some say immigrants become productive citizens and pay their fair share of taxes. Others say that immigrants cost the taxpayers too much by using government services like public education and medical services. Which is closer to your view?*

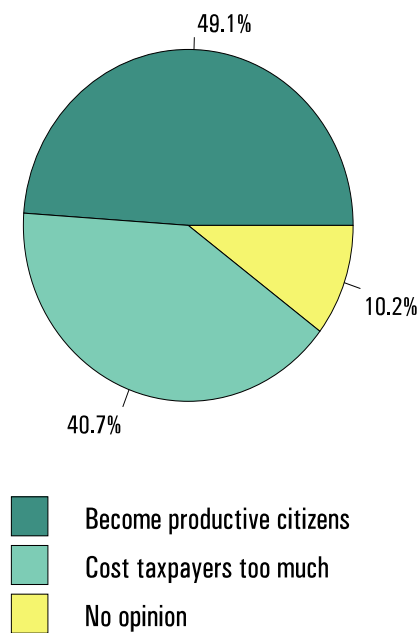


Figure 40. Perception of immigrants as productive citizens or burden to taxpayers.

**Quality of Life.** About two-thirds (68.6%) of the respondents reported that the different perspectives, talents, and cultures that immigrants bring with them improve the quality of life in communities, whereas one-fifth (21.4%) of the believed immigrants decrease the quality of life (see Figure 41). Ten percent of those surveyed had no opinion.

*QF3A: Some say immigrants bring with them different perspectives, talents and cultures that improve the quality of life of people living in a community. Another view is that the different beliefs and customs of immigrants decreases the quality of life of people in a community. Which is closer to your view?*

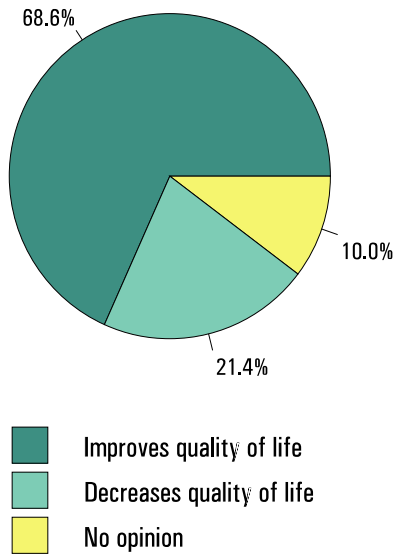


Figure 41. Perceived impact of immigrants on the quality of life in communities.

**Perceptions of Immigrants: Crime and Education**

The majority of respondents reported that immigrants moving into a community would not change the crime rate (59.5%) or quality of the local school systems (67.0%) (see Figures 42 and 43). It is important to note, however, that the perceived consequences of immigrants moving into communities was an increase in crime and decreased quality of local schools according to 39.1% and 23.8% of the respondents, respectively.

*I have two more questions about the possible effects of immigration from other countries. Remember there may be several reasons why these things might happen; we only want to know what you think those effects will be.*

*QF4: First, when immigrants from other countries move into a community, do you think that the overall rate of crime generally decreases, remains stable, or increases.*

*QF5: When immigrants from other countries move into a community, do you think that the overall quality of the local school system generally decreases, remains stable, or increases?*

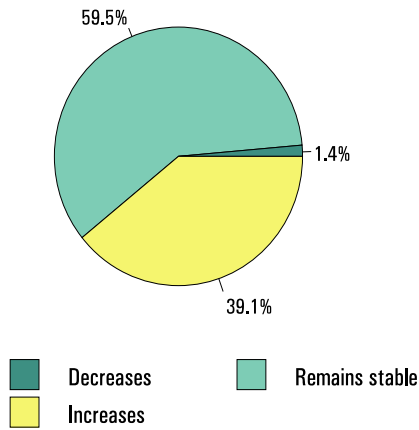


Figure 42. Perceived impact of immigrants on crime in the community.

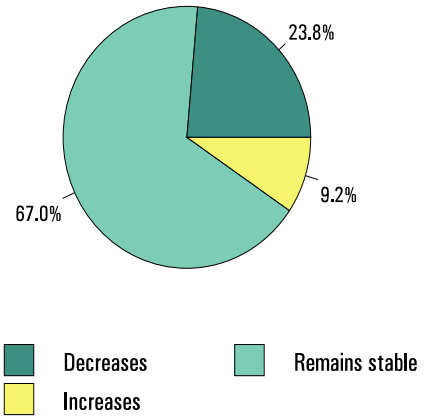


Figure 43. Perceived impact of immigrants on the quality of local school systems.

### *Willingness to Help Immigrants*

More than three-fourths (77.2%) of the respondents reported they would be at least somewhat likely to help immigrants moving into their communities in at least one of seven ways assessed in this survey. Nearly one-half, 48.3% said that they were at least somewhat likely to help immigrants in three or more of these seven ways. Working within a church or community group to ease the transition was the most frequently endorsed (58.6%) way of helping (see Figure 44). The fewest respondents were willing to help by contributing money (24.4%) and going on information field trips (30.7%). When asked if there were anything else they would do, 73.2% of the respondents reported that they did not know of anything else or that there was nothing else they would do. Being “nice,” being “neighborly,” or generally making the immigrants feel welcomed was mentioned by 17.1% of the respondents. No other types of helping behaviors were reported by at least 2% of those surveyed. The reader is cautioned that the responses were abstract expressions of the likelihood of helping immigrants in the respondent’s community; they were not specific behavioral intention measures nor reports of past behaviors.

*Suppose people from other countries came into your community this year. How likely would you be to do each of the following?*

- QG1: Volunteer time to help a person or family to get settled in the community.*
- QG2: Contribute money.*
- QG3: Work within a church or community group to ease the transition.*
- QG4: Provide unpaid expert assistance, such as counseling, legal services, business advice, and so forth.*
- QG5: Tutor new residents help them learn English.*
- QG6: Participate in meetings or classes to learn about the culture of the newcomers.*
- QG7: Go on informational trips to other communities that have successfully welcomed immigrants.*

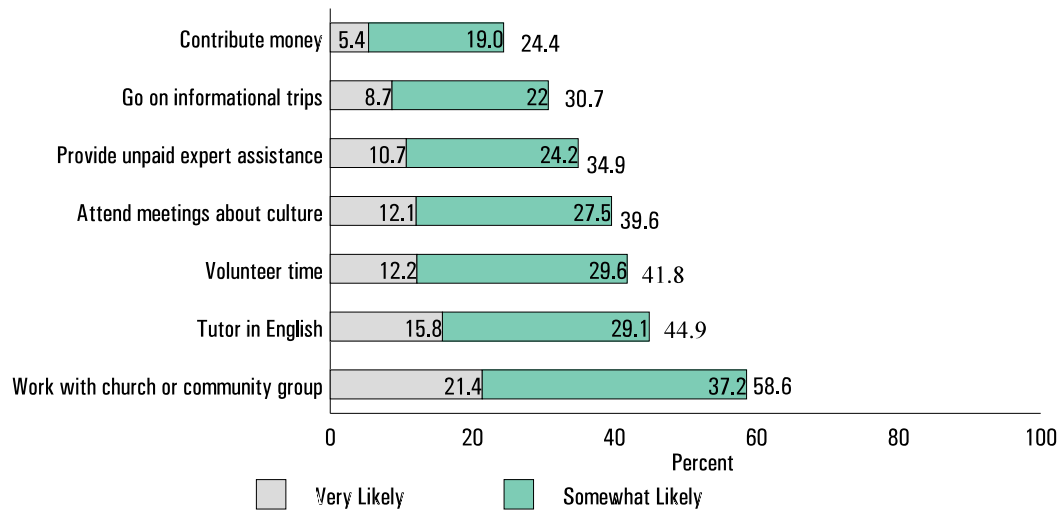


Figure 44. Reported likelihood of assisting immigrants moving into the community.

### *Demographic and Attitudinal Associations of Supporting Immigration*

Iowans' attitudes toward encouraging people from other countries to come to Iowa was reported in Section 3 above. Recall that approximately 60% of Iowans supported this strategy as a way to improve Iowa's workforce. Focused analyses were conducted to: (1) identify whether six demographic characteristics were associated with support for this strategy to improve Iowa's workforce, and (2) determine whether these demographic characteristics were important predictors of support even after considering the respondents' attitudes towards minorities and minority issues in general (i.e., composite score from Section 2). For the purposes of these analyses, the outcome measure was dichotomized to be either support for the strategy versus a combination of being neutral or opposed to the strategy.

Support for encouraging immigration to improve Iowa's workforce was significantly associated with the age group of the respondents. Specifically, Iowans aged 65 or older were the least likely to support this strategy, with support from 48.1% versus 64-68% among the other three age groups. In addition, support for this strategy was significantly greater among those with at least some college education (66.9%) than among those with only a high school education or less (50.4%). Support for this strategy was not statistically associated with geographic stratum, gender, having a child in the household, or income level (i.e., less than \$50,000 vs. \$50,000 or more).

Importantly, when considering these six demographic factors and the composite score representing general acceptance of minorities and sensitivity towards minority issues, the demographic factors did not *uniquely* contribute to an ability to predict support for encouraging immigrants to come to Iowa to improve the workforce. The composite attitude score, however, was significantly associated with expressed opinions about recruiting immigrants. Recall that earlier in this report, findings were presented showing that all of these demographic characteristics (except income) were significantly associated with this composite attitude score. Taken together, these findings suggest that the intervening general attitudes towards the acceptance of minorities and sensitivity to minority issues are most important in explaining who does versus does not support encouraging immigration as a way to improve Iowa's workforce.

## **FINDINGS SECTION 5: TRACKING PUBLIC VIEWS OF STATE GOVERNMENT**

### *Awareness of State Agencies*

Since 1997, the annual Department of Management survey has included measures of public awareness of the executive branch of state government. A list of the major agencies reporting to (or boards whose members are appointed by) the governor has been read to the respondents who are then asked whether they had ever heard of each agency. The summary results for the 5 years, 1997-2001 are shown in Table 5 on the next page.

The Iowa public shows a consistent pattern of high awareness associated with those agencies that have the most public exposure and/or contact, as would logically be expected. As in past years, the Departments of Transportation, Education, Human Services, Public Health, Corrections, Natural Resources, Public Safety, Corrections, Commerce, and Human Rights all exceed 90% awareness. Over the 5 years, most agencies have no substantial change in their level of awareness; however, the Department of Personnel and the Department of Cultural Affairs have shown a pattern of growing public awareness.

Table 7  
Awareness of State Agencies (%)

Department or Agency	1997	1998	1999	2000	2001 <sup>1</sup>
Department of Transportation	97.8	98.2	98.6	97.0	98.4
Department of Education	98.9	98.9	99.1	97.9	97.8
Department of Human Services	97.1	96.9	96.8	96.8	97.5
Department of Public Health	95.6	97.2	96.9	96.5	96.3
Department of Corrections	93.4	94.7	95.0	93.5	96.1
Department of Natural Resources	94.5	96.1	97.0	94.5	95.7
Department of Public Safety	94.3	94.3	95.6	94.5	95.4
Department of Commerce	91.1	91.4	92.4	91.9	93.1
Department of Human Rights	90.5	93.0	92.1	91.9	92.2
Department of Economic Development	84.0	87.4	88.0	84.7	89.2
Veterans Affairs and Veterans Home	85.0	86.2	81.9	87.2	88.1
Department of Revenue and Finance	83.5	84.0	85.9	84.8	86.9
Iowa Law Enforcement Academy	78.6	78.3	81.7	78.3	83.4
Board of Parole	83.9	83.6	82.9	83.7	83.2
Civil Rights Commission	82.0	84.5	82.4	81.4	82.9
Board of Regents	78.5	80.0	79.0	78.6	82.3
Workforce Development	62.7	68.5	79.1	76.2	76.0
Department of Public Defense	68.3	68.7	71.7	66.7	67.1
Governor's Alliance on Substance Abuse <sup>2</sup>	69.9	70.4	72.4	66.2	66.3
Department of Inspections and Appeals	50.6	55.5	58.1	58.9	58.3
College Student Aid Commission	*	*	*	62.0	58.2
Department for the Blind	62.4	57.8	59.6	61.3	58.0
Department of Cultural Affairs	47.8	46.7	49.5	51.1	56.2
Iowa Public Employment Relations Board	50.1	52.3	49.9	50.6	54.0
Department of Personnel	46.7	44.7	49.6	46.9	54.0
Department of Management	39.1	40.1	41.1	50.9	50.3
Department of Elder Affairs	43.5	45.9	44.7	46.8	49.1
Ethics/Campaign Finance Disclosure Board	32.4	31.9	30.4	33.7	35.4
Information Technology Department	*	*	*	*	24.4

Note. (1) Only the 2001 data were weighted for analysis. (2) Currently known as the Office of Drug Control Policy. \* Denotes "not asked"

### *Perceptions of State Government*

Beginning in 1998, the annual survey has asked respondents to rate the executive branch of state government on four characteristics: trustworthy, financially responsible, ethical and accountable. These four characteristics were found to be the most important ones to the public in the 1997 survey. The ratings are made using 7-point scale where 1 means the characteristic “definitely does not describe Iowa state government” and 7 means the characteristic “definitely does describe Iowa state government.” Table 6 summarizes the results for 1998-2001. These means are largely unchanged over the four years and remain only slightly to the positive side of the scale’s midpoint score of 4.

Table 6  
Mean Ratings of State Government

	1998	1999	2000	2001
Trustworthy	4.6	4.8	4.7	4.6
Financially Responsible	4.6	4.6	4.5	4.4
Ethical	4.5	4.7	4.6	4.6
Accountable	4.3	4.4	4.4	4.4

*Note: 7-point scale: (1=definitely does not describe state government) (7=definitely does describe state government). Only the 2001 data were weighted.*



## CONCLUSIONS

The 2001 survey had four main purposes: to assess public opinion concerning 1) the relative importance of the workforce shortage issue as compared with other issues, 2) awareness of the characteristics of Iowa's workforce, 3) possible strategies to improve the workforce, and 4) background attitudes that may be related to opinions about the workforce.

**Importance.** The issues of economic growth and education are consistently cited as being the most important to Iowans. When asked to name the three or four biggest problems facing Iowa in the next 10 years, economic growth and education were the two most commonly mentioned. When presented with the nine Iowa 2010 Goals, education, clean environment, and raising wages and incomes were at the top of the list with over 90% saying these are important. While farther down the list, increasing Iowa's working population was considered to be important to about 75% of the respondents.

**Awareness.** More Iowans were aware of workforce-related issues than of general characteristics of Iowa's population. More than 90% of the respondents had heard or read that many students who have just completed college leave Iowa each year, and the majority reported that they were aware of Iowa's anticipated workforce shortage and Iowa's need for skilled workers. These same issues were considered to be a major problem for Iowa by sizeable majorities (55-74%) of the respondents.

**Strategies.** A majority of Iowans supported all offered avenues for improving the workforce: recruitment from outside the state, encouraging former Iowans to return, and retaining current Iowans. When recruiting new workers to come to Iowa, the likelihood of remaining employed and the skills of the workers were the two most important characteristics respondents said should be considered. Most Iowans (70%) reported that the part of the world a person comes from was not an important characteristic to consider. Consistent with this, about 60% of Iowans supported encouraging people from other countries to move to Iowa as a way to improve the workforce. Many strategies were widely supported to encourage former Iowans to return, including assistance to increase skills, improving schools and lowering taxes. To retain current Iowans, the prevailing preference was to focus on young people and those currently working, especially low wage workers. For current workers the most supported strategy was to increase skill levels. The one most effective strategy for retaining Iowans overall was to offer reduced tuition to college graduates who stay and work in Iowa.

**Background Attitudes.** General attitudes toward minorities and minority issues were largely positive and supportive. Most Iowans disavowed age, gender, sexual orientation and disabilities as appropriate correlates of worker productivity or employment. A large majority thought schools should promote both Iowa values and culturally diverse values. About three-fourths said they know immigrants have come to their communities in the past 10 years, and over half said they would enjoy living in a diverse neighborhood. Most wanted to require English language proficiency for citizenship, but they also doubted that it is learned quickly. To a modest extent, acceptance of minorities was greatest among the youngest Iowans, females, those having children in the household, those with higher education, and those living in more urban areas.

The findings reported in this survey were collected prior to the tragedy the nation experienced on September 11, 2001. It is unknown whether the terrorist attacks, the response by the government and citizens of the US, and the downturn in economic conditions have appreciably altered Iowans' perception of the anticipated workforce shortage or their opinions about which strategies they most support to improve Iowa's workforce. However, even if Iowans' opinions have changed in the short-term due to the extraordinary events of the past two months, much of this survey focused on their opinions regarding long-term problems and solutions. Those long-term opinions and general attitudes would be expected to be stable predictors of future views. Time will tell whether this holds true.

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APPENDIX A  
COUNTIES WITHIN GEOGRAPHIC STRATA



<b>Metro</b>	<b>Non-metro</b>	<b>Rural</b>	
Black Hawk	Boone	Adair	Lucas
Dallas	Bremer	Adams	Lyon
Dubuque	Buena Vista	Allamakee	Madison
Johnson	Carroll	Appanoose	Mills
Linn	Cass	Audubon	Mitchell
Polk	Cerro Gordo	Benton	Monona
Pottawattamie	Clay	Buchanan	Monroe
Scott	Clinton	Butler	Montgomery
Story	Crawford	Calhoun	O'Brien
Warren	Des Moines	Cedar	Osceola
Woodbury	Floyd	Cherokee	Page
	Hamilton	Chickasaw	Palo Alto
	Henry	Clarke	Pocahontas
	Jasper	Clayton	Ringgold
	Jefferson	Davis	Sac
	Lee	Decatur	Shelby
	Mahaska	Delaware	Sioux
	Marion	Dickinson	Tama
	Marshall	Emmet	Taylor
	Muscatine	Fayette	Van Buren
	Plymouth	Franklin	Wayne
	Poweshiek	Fremont	Winnebago
	Union	Greene	Worth
	Wapello	Grundy	Wright
	Washington	Guthrie	
	Webster	Hancock	
	Winneshiek	Hardin	
		Harrison	
		Howard	
		Humboldt	
		Ida	
		Iowa	
		Jackson	
		Jones	
		Keokuk	
		Kossuth	
		Louisa	

Metro = Counties whose largest place has a population of 50,000 or more, or is part of an MSA.

Non-metro = Counties whose largest place has a population between 7,000 and 49,999.

Rural = Counties whose largest place has a population less than 7,000.



APPENDIX B

ITEM TABULATIONS AND CROSSTABULATIONS



This appendix presents item tabulations for the total sample and crosstabulations for gender, age group, education, and geographical stratum. The values in the state column represent the distribution for all response options, including don't know/unsure and refusals. In other words, the state values represent the percentage of the total sample. The values presented in the report proper usually are based on only those with an opinion (excludes don't know/unsure and refusals). Thus, in some cases, the state column in this appendix provides the reader with a different set of values. The crosstabulations for the demographic groups are based on only those with an opinion. A brief note concerning notation: HS = Highest level of education was high school or less; C = At least some college education

Q1 The first part of the interview focuses on the executive branch of Iowa state government. To explain what we mean by this part of state government, I am going to read a list of the executive state agencies. Each of these is an agency that reports directly to the governor. As I name each one, tell me if you have ever heard of it. Here is the list...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non- Metro %	Rural %
Dept. for the Blind	58	55	61	26	43	65	76	56	60	60	55	58
Board of Parole	83	84	83	69	77	88	88	80	85	83	81	86
Board of Regents	82	85	80	72	79	86	84	72	88	83	79	85
Civil Rights Commission	83	82	84	74	80	88	81	79	85	86	83	77
College Student Aid Commission	58	54	62	56	56	58	62	53	62	57	57	62
Dept. of Commerce	93	93	93	96	94	94	91	90	95	93	93	93
Dept. of Corrections	96	98	95	98	96	97	94	94	97	96	96	96
Dept. of Cultural Affairs	56	55	57	30	57	61	54	50	60	60	52	54
Dept. of Economic Development	89	92	87	70	88	93	90	84	92	88	90	91
Dept. of Education	98	97	98	96	98	98	97	96	99	98	98	98
Dept. of Elder Affairs	49	42	56	18	33	52	75	51	48	48	50	51
Ethics & Campaign Finance Disclosure Board	35	36	35	13	24	45	43	29	39	38	34	32

Governor's Alliance on Substance*	66	68	65	49	60	71	73	69	65	65	68	67
Dept. of Human Rights	92	91	93	88	90	94	94	92	92	92	92	92
Dept. of Human Services	98	97	98	100	97	98	96	97	98	97	98	98
Dept. of Inspections & Appeals	58	56	60	44	63	59	54	59	58	54	62	62
Law Enforcement Agency	83	86	81	69	80	86	88	82	85	82	81	88
Dept. of Management	50	54	47	37	48	54	51	50	51	49	51	53
Dept. of Natural Resources	96	97	95	98	96	96	94	93	98	96	96	96
Dept. of Personnel	54	53	55	31	50	60	56	48	58	54	55	53
Dept. of Public Defense	67	59	75	67	66	70	63	70	66	66	68	69
Public Employment Relations Board	54	53	55	10	43	63	66	53	55	54	53	55
Dept. of Public Health	96	96	97	94	96	98	96	97	96	95	98	97
Dept. of Public Safety	95	96	95	91	95	96	96	94	96	96	95	94
Dept. of Revenue & Finance	87	87	87	77	87	91	83	84	89	86	88	87
Information Technology	24	26	23	24	20	30	22	17	29	26	23	23
Dept. of Transportation	98	98	98	100	99	99	96	97	100	99	98	98
Workforce Development	76	77	75	76	81	79	63	76	76	74	81	76
Veterans Affairs/Home	88	86	90	56	84	95	92	87	89	88	88	88

\* Now called Office of Drug Control Policy.

**Q2A-D.** Now I am going to read you four statements. After I read each one, please indicate how much the statement describes state government in Iowa TO YOU. I want you to give me a number from 1 to 7, where 1 means the statement “definitely DOES NOT describe Iowa state government” and 7 means it “definitely DOES describe Iowa state government”. Let me know if you want to hear the instructions again. First...

		State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<b>a. Trustworthy</b>													
Definitely does not	1	04	05	03	01	04	05	02	07	02	03	04	05
	2	05	06	03	09	04	03	06	05	04	05	05	03
	3	10	12	09	04	12	10	10	13	09	12	10	08
	4	21	17	26	26	23	22	18	20	23	22	21	21
	5	35	37	35	34	38	35	33	29	39	37	34	36
	6	16	17	16	22	13	16	22	16	16	13	18	21
Definitely does	7	08	06	09	04	06	09	09	11	06	08	09	07
DK/REF		02											
<b>b. Financially responsible</b>													
Definitely does not	1	07	08	05	04	07	09	04	09	05	06	07	07
	2	05	07	04	04	06	05	04	05	05	05	05	06
	3	13	12	14	09	16	12	10	10	15	13	12	13
	4	25	26	25	37	24	24	25	23	26	27	24	23
	5	28	26	32	20	31	27	29	28	29	28	30	29
	6	14	15	14	20	11	16	16	13	15	14	15	16
Definitely does	7	07	06	07	07	05	07	11	11	04	07	08	06
DK/REF		02											

		State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
c. Ethical													
Definitely does not	1	04	05	03	00	04	06	03	07	03	04	04	05
	2	05	05	04	06	05	04	05	04	05	05	05	05
	3	10	11	10	05	11	11	09	12	09	11	09	09
	4	21	23	20	11	23	21	24	23	21	20	24	22
	5	34	31	38	51	33	35	33	29	38	35	34	35
	6	18	18	18	16	20	17	16	17	19	19	16	18
Definitely does	7	07	07	07	12	05	07	09	08	06	06	08	07
	DK/REF	02											
d. Accountable													
Definitely does not	1	04	05	04	03	03	06	04	07	03	03	05	06
	2	06	08	05	11	07	06	06	05	07	09	04	04
	3	14	15	14	10	17	14	13	16	13	15	12	16
	4	22	20	25	20	22	25	19	24	22	23	22	21
	5	31	31	33	47	32	28	36	26	36	32	31	32
	6	13	13	13	05	14	16	10	12	14	10	16	15
Definitely does	7	07	08	08	07	06	06	12	10	06	07	10	06
	DK/REF	03											

QA2. I'm going to read 9 major goals that have been suggested for the state to reach in the next 10 years. After each one please tell me how important it is in your view that it be accomplished in Iowa.

a. Increase Iowa's working population by retaining Iowans of all ages and welcoming new residents from other states and countries.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Very unimportant	03	04	03	04	03	03	04	05	02	04	02	03
Unimportant	06	07	05	11	05	06	07	07	05	07	05	06
Neither unimportant or	15	18	13	20	16	12	18	17	14	15	16	16
Important	31	33	31	27	34	34	28	28	34	33	31	31
Very important	43	39	48	37	42	46	44	42	44	42	46	44
DK/REF	02											

b. Assure that all Iowans have access to advanced telecommunications services that connect them to each other and the world at affordable prices.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Very unimportant	02	03	02	02	02	03	01	02	02	02	02	02
Unimportant	06	08	04	04	07	06	05	05	07	08	04	05
Neither unimportant or	24	23	26	23	24	26	23	21	26	27	22	23
Important	35	36	35	39	38	30	39	32	37	34	37	36
Very important	32	30	34	31	29	36	33	40	28	29	35	35
DK/REF	01											

c. Provide leadership to diversify the agricultural economy, increase farm income, and match products with consumers.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Very unimportant	01	01	02	00	01	01	02	01	01	01	02	01
Unimportant	02	02	01	00	01	02	01	01	02	01	02	02
Neither unimportant or	10	11	09	14	09	10	10	08	12	14	07	07
Important	31	31	31	42	31	35	22	27	33	32	31	28
Very important	56	56	57	45	58	52	65	63	53	52	58	62
DK/REF	01											

d. Establish Iowa as a recreation destination, featuring attractions such as trails, prairies, sports and arts.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Very unimportant	04	05	03	02	03	05	05	04	04	05	04	02
Unimportant	08	10	07	06	10	08	06	07	09	09	06	08
Neither unimportant or	30	33	28	31	29	31	30	32	29	30	32	28
Important	34	31	37	37	34	35	33	30	37	34	31	37
Very important	24	21	26	24	24	21	27	28	21	22	26	25
DK/REF	00											

e. Raise Iowa wages and incomes to equal or exceed the average for the upper Midwest region.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Very unimportant	01	01	00	01	01	01	00	01	01	01	00	01
Unimportant	02	03	02	00	02	02	05	03	02	04	01	01
Neither unimportant or Important	07 27	09 33	05 22	05 37	04 25	10 27	07 27	05 22	08 30	08 29	05 24	08 26
Very important	63	54	71	57	68	61	62	70	59	59	70	64
DK/REF	00											

f. Ensure access to affordable, high quality early childhood education and childcare.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Very unimportant	02	02	01	00	02	03	00	03	01	02	01	02
Unimportant	03	03	02	00	01	04	03	02	03	03	02	02
Neither important or unimportant	10	14	06	05	11	09	12	07	12	11	07	10
Important	24	25	22	20	21	25	25	17	27	23	24	23
Very important	62	55	69	76	64	60	60	72	57	60	66	62
DK/REF	00											

g. Provide high quality educational opportunities for all Iowans throughout their lifetimes.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Very unimportant	01	01	01	00	01	01	01	02	01	01	01	02
Unimportant	01	01	01	00	01	01	02	01	01	01	01	02
Neither unimportant or important	04	05	04	01	04	06	03	04	05	03	04	06
Important	21	27	16	24	22	19	23	18	23	24	16	21
Very important	73	66	79	75	73	73	71	76	71	71	78	70
DK/REF	00											

h. Protect Iowa's clean air, clean water and healthy soils, and recognize that these are key resources for the state's prosperity.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Very unimportant	00	01	00	00	01	00	01	01	00	01	00	01
Unimportant	02	02	02	00	02	02	02	01	02	02	01	01
Neither unimportant or important	07	08	05	09	06	06	08	05	08	08	04	06
Important	21	23	19	17	24	20	19	16	24	21	21	21
Very important	70	67	74	74	68	72	71	77	66	68	73	71
DK/REF	00											

i. Make state and local governments more effective and efficient, by sharing resources, adopting new technologies, making services more available, and combining some county and city agencies when this would be effective.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Very unimportant	02	02	02	00	02	02	03	02	02	02	02	01
Unimportant	02	03	02	02	03	02	01	02	02	02	03	02
Neither unimportant or important	14	15	14	22	14	15	12	14	15	14	14	16
Important	36	35	37	46	42	33	32	35	37	39	33	34
Very important	45	45	46	31	40	49	52	48	44	43	48	47
DK/REF	01											

Which of these goals would you say is the MOST important one?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Increase Iowa's working population	09	11	08	03	11	11	09	08	11	09	10	10
Access to advanced telecommunications services	01	02	00	06	01	01	00	00	02	00	01	03
Leadership in diversifying agricultural economy and farm income	14	18	11	15	15	13	17	17	13	13	14	19
Making Iowa a recreation destination	02	03	01	03	02	02	01	01	02	02	01	01
Raise Iowa's wages and incomes	18	15	21	15	18	20	18	22	16	19	18	18
Affordable quality early childhood education and child care	13	10	17	18	17	12	09	13	13	14	14	11
High quality educational opportunities	24	23	27	26	23	26	24	22	26	27	22	23
Protect clean air, clean water and healthy soils	12	13	12	11	10	12	15	13	12	11	15	11
State and local governments more effective and efficient	04	06	03	03	04	04	08	04	05	06	04	03
DK/REF	03											

Which of these goals would you say is the SECOND MOST important one?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Increase Iowa's working population	10	11	10	08	11	12	09	09	11	10	14	09
Access to advanced telecommunications services	03	05	02	07	04	03	03	04	04	03	05	03
Leadership in diversifying agricultural economy and farm income	12	15	11	08	12	13	15	13	12	12	11	14
Making Iowa a recreation destination	02	02	03	04	02	02	02	02	02	02	02	04
Raise Iowa's wages and incomes	13	13	16	16	17	14	11	13	15	15	15	12
Affordable quality early childhood education and child care	14	13	18	11	16	15	15	16	15	15	16	16
High quality educational opportunities	20	22	21	28	23	21	20	19	23	24	18	21
Protect clean air, clean water and healthy soils	15	16	16	16	14	16	21	19	15	15	15	20
State and local governments more effective and efficient	04	04	04	02	03	05	05	05	04	05	04	03
DK/REF	07											

QC1-21. The next set of items is about your views on some social and cultural issues. Please tell me how much you agree or disagree with each one.

1. All Iowans should speak two languages

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	24	28	20	18	25	26	20	28	21	21	28	25
Disagree	19	19	19	17	17	17	26	21	18	18	19	22
Neither disagree nor agree	25	24	27	29	27	26	20	24	26	28	23	22
Agree	20	19	21	25	21	17	21	16	23	20	18	21
Strongly agree	12	10	14	12	09	13	13	11	12	13	12	10
DK/REF	01											

2. My network of friends is racially mixed

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	15	13	16	15	13	14	19	17	14	12	14	20
Disagree	18	19	17	20	21	15	19	17	19	16	19	23
Neither disagree nor agree	21	23	19	08	22	20	22	21	21	21	21	20
Agree	28	29	28	27	25	32	26	29	27	31	29	24
Strongly agree	18	16	20	30	18	18	14	16	19	21	17	14
DK/REF	01											

3. I would feel OK about my son or daughter dating someone of a different race

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	12	15	11	01	08	14	20	18	10	12	13	14
Disagree	12	14	12	13	09	12	19	18	10	11	15	13
Neither disagree nor agree	26	26	28	08	24	31	30	27	27	27	26	27
Agree	26	27	27	27	31	25	23	22	30	27	27	27
Strongly agree	20	19	23	51	27	18	08	16	24	22	19	19
DK/REF	02											

4. In the past few years, too much attention directed toward multi-cultural or minority issues in education

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	09	08	10	10	08	10	10	06	12	10	10	08
Disagree	19	18	22	28	20	20	18	14	23	21	19	20
Neither disagree nor agree	29	29	30	35	33	27	26	32	28	28	30	32
Agree	24	26	22	13	23	25	30	28	23	23	27	24
Strongly agree	17	19	15	15	16	18	17	21	15	19	15	16
DK/REF	03											

5. Most of my close friend are from my own racial group.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	03	03	03	03	03	03	03	04	03	04	03	02
Disagree	07	05	08	22	06	06	05	07	07	08	08	03
Neither disagree nor agree	12	12	11	10	13	12	10	10	12	13	12	08
Agree	31	34	28	25	29	34	30	28	33	33	31	28
Strongly agree	48	46	49	41	49	45	52	52	45	42	46	59
DK/REF	00											

6. In the past few years, too much attention directed toward multi-cultural or minority issues in business.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	09	07	10	16	07	10	07	05	11	10	09	06
Disagree	18	18	18	21	17	19	19	13	22	21	15	17
Neither disagree nor agree	31	30	34	35	37	28	31	35	31	29	35	36
Agree	22	25	22	18	22	21	29	27	22	21	26	26
Strongly agree	17	19	16	10	17	21	14	21	15	20	16	15
DK/REF	04											

7. I think white people's racism towards racial minority groups still constitutes a major problem in Iowa.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	06	06	06	05	06	06	03	06	06	05	06	06
Disagree	15	16	15	14	15	16	15	16	15	16	13	17
Neither disagree nor agree	25	28	23	19	26	23	29	28	24	25	27	23
Agree	33	32	35	30	36	30	37	30	36	34	32	34
Strongly agree	20	19	22	31	18	25	16	21	21	20	22	20
DK/REF	02											

8. I think the school system, from elementary school through college, should encourage minority and immigrant children to learn and fully adopt traditional American values.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	03	03	03	04	03	03	02	02	03	04	02	01
Disagree	07	07	08	11	10	07	03	05	09	08	07	07
Neither disagree nor agree	21	21	21	33	26	22	09	15	25	22	22	18
Agree	33	32	34	31	33	31	36	31	34	34	29	34
Strongly agree	36	37	36	21	28	37	50	48	30	32	40	40
DK/REF	01											

9. I think the school system, from elementary through college, should promote traditional Iowa values, as well as the values of culturally diverse students in the class.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	03	04	02	01	03	03	02	03	03	03	03	03
Disagree	05	06	04	07	04	06	03	04	05	05	05	05
Neither disagree nor agree	16	19	14	21	18	15	16	17	16	18	14	15
Agree	36	37	37	40	38	36	38	38	36	35	40	39
Strongly agree	38	35	43	31	37	41	42	38	40	40	39	38
DK/REF	02											

10. I would enjoy living in a neighborhood consisting of a racially diverse population, for example, with Asians, African-Americans, Hispanics, and Whites.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	07	09	06	01	06	09	08	12	05	06	06	10
Disagree	10	12	09	10	11	07	14	11	10	09	11	12
Neither disagree nor agree	26	27	27	13	24	29	31	30	25	25	27	30
Agree	31	30	33	28	31	33	30	25	35	33	31	29
Strongly agree	24	23	26	47	28	22	17	22	26	27	25	19
DK/REF	01											

11. I think it is better if people marry within their own culture.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	15	14	16	32	20	14	05	11	17	15	16	15
Disagree	17	17	18	24	22	17	06	14	19	19	15	16
Neither disagree nor agree	31	31	32	28	36	31	28	27	35	33	30	32
Agree	18	18	18	11	10	21	28	19	17	19	19	16
Strongly agree	18	20	17	06	12	18	33	28	13	16	21	21
DK/REF	01											

12. I would feel OK about my son or daughter dating someone from another country.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	06	07	05	00	04	07	08	09	04	04	08	06
Disagree	07	08	06	13	06	07	10	11	05	06	09	08
Neither disagree nor agree	26	27	27	14	28	29	25	32	24	28	25	28
Agree	32	32	34	23	34	30	39	30	35	34	33	33
Strongly agree	26	26	27	51	29	27	17	18	32	29	25	25
DK/REF	03											

13. I think sexual orientation is a valid reason to exclude someone from a specific job or position.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	45	41	50	64	50	48	31	37	51	49	47	39
Disagree	20	22	19	10	21	18	26	23	19	19	21	23
Neither disagree nor agree	15	18	14	13	16	13	19	17	15	15	15	17
Agree	09	09	09	12	07	10	11	11	08	09	09	10
Strongly agree	09	10	08	01	05	11	13	12	07	09	08	11
DK/REF	02											

14. I would feel OK about my son or daughter dating someone with a different religious background.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	06	06	06	02	07	05	08	06	06	06	04	09
Disagree	06	06	07	01	05	07	10	07	06	06	06	08
Neither disagree nor agree	18	20	16	08	17	22	18	21	16	19	19	16
Agree	32	31	33	31	34	27	36	32	32	30	34	33
Strongly agree	37	37	38	58	39	39	28	34	39	39	37	35
DK/REF	01											

15. In virtually all jobs, a woman can do just as good a job as a man.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	03	03	03	02	02	04	03	03	03	01	04	04
Disagree	08	06	09	02	04	10	10	10	06	07	09	08
Neither disagree nor agree	11	11	11	05	11	12	12	13	10	11	10	13
Agree	29	30	29	19	29	27	37	32	28	28	29	32
Strongly agree	49	50	48	72	54	47	38	42	53	53	48	43
DK/REF	00											

16. Immigrants should preserve their own customs after they enter the US.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	07	07	08	05	05	08	11	11	05	06	09	09
Disagree	10	11	09	10	08	09	15	15	07	08	10	13
Neither disagree nor agree	32	34	32	39	31	31	34	34	32	34	30	32
Agree	31	29	33	24	34	34	25	24	36	32	32	29
Strongly agree	18	18	19	22	22	18	15	17	20	20	19	16
DK/REF	01											

17. Immigrants from non-English speaking countries should continue to use their native language in addition to English.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	12	12	12	12	10	12	17	15	11	11	12	15
Disagree	12	14	11	08	12	12	14	15	11	12	13	13
Neither disagree nor agree	23	27	20	28	27	27	13	21	24	25	20	25
Agree	29	27	31	25	28	27	37	29	30	28	31	30
Strongly agree	22	19	26	28	24	22	19	20	24	24	24	18
DK/REF	02											

18. Immigrants should be required to speak English to receive citizenship.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	05	06	05	05	04	08	03	04	05	05	06	04
Disagree	07	07	07	12	08	07	04	05	08	08	07	04
Neither disagree nor agree	13	14	12	18	15	13	10	10	15	15	10	11
Agree	26	25	28	31	28	25	27	22	29	25	28	28
Strongly agree	48	49	49	35	46	48	56	59	42	46	49	53
DK/REF	01											

19. Most adult immigrants learn English quickly.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	13	13	16	12	13	16	14	17	13	13	16	15
Disagree	29	31	32	37	32	30	31	32	31	32	27	36
Neither disagree nor agree	31	35	33	36	38	31	30	30	36	35	37	27
Agree	15	17	15	10	13	18	19	17	16	16	14	19
Strongly agree	04	05	05	05	03	06	06	06	04	05	05	03
DK/REF	08											

20. Adults with disabilities can be productive workers.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	01	01	01	00	00	01	01	01	00	01	01	01
Disagree	01	01	01	02	00	01	02	01	00	01	01	01
Neither disagree nor agree	05	06	04	09	06	05	04	08	03	05	04	05
Agree	34	39	30	36	33	32	39	37	33	34	36	34
Strongly agree	59	53	65	52	61	62	55	53	63	60	58	59
DK/REF	01											

21. Adults of all ages can be productive workers.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Strongly Disagree	02	01	02	00	02	02	01	03	01	02	02	01
Disagree	03	03	02	03	03	03	01	03	02	03	02	03
Neither disagree nor agree	06	08	05	12	05	05	09	08	05	06	06	08
Agree	32	33	31	38	32	27	39	32	32	32	31	32
Strongly agree	57	55	61	47	58	64	50	54	60	58	59	56
DK/REF	01											

QD1-9. Various statements have been made by state officials, business leaders and others regarding the future of Iowa's population especially its workforce. I am going to read some of these to you and ask whether you have heard the statement and what you opinion is of it.

1. Iowa's population grew at only half the rate of the nation from 1990 to 2000.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<u>Heard this Statement?</u>												
Yes	42	48	36	28	34	43	54	36	45	43	42	38
No	58	52	64	72	66	57	46	64	55	57	58	62
<u>How much of a problem for IA?</u>												
Not a problem	18	23	14	34	22	13	17	20	17	17	20	19
A minor problem	45	44	49	54	46	48	45	49	46	49	41	48
A major problem	34	33	37	12	32	40	38	32	37	34	39	33
DK/REF	04											

2. Iowa faces a shortage of workers in the next few years.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<u>Heard this Statement?</u>												
Yes	74	77	71	52	68	77	82	67	77	77	71	70
No	27	23	29	48	33	23	19	33	23	23	29	30
<u>How much of a problem for IA?</u>												
Not a problem	12	13	12	10	14	11	13	18	09	10	12	16
A minor problem	30	34	27	39	30	27	34	28	31	31	30	28
A major problem	57	54	62	51	57	63	54	55	60	59	58	57
DK/Ref	02											

3. Iowa will need more skilled workers for existing businesses and industries.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<u>Heard this Statement?</u>												
Yes	65	71	60	41	59	72	72	56	71	69	63	62
No	35	29	40	59	42	28	29	44	29	32	37	38
<u>How much of a problem for IA?</u>												
Not a problem	07	07	08	08	06	07	09	10	06	05	11	09
A minor problem	34	34	37	55	37	30	36	40	33	37	36	31
A major problem	56	59	56	36	57	63	55	50	61	58	54	60
DK/Ref	02											

4. Iowa will need more skilled workers to attract new businesses and industries.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<u>Heard this Statement?</u>												
Yes	63	67	58	27	55	68	74	57	66	65	62	59
No	38	33	42	73	45	32	26	43	34	35	38	42
<u>How much of a problem for IA?</u>												
Not a problem	10	12	10	19	09	10	10	15	08	10	12	10
A minor problem	34	33	37	39	37	33	33	34	36	37	32	35
A major problem	53	56	54	42	54	57	56	51	56	53	56	56
DK/Ref	02											

5. Many students who have just completed college leave the state each year.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<u>Heard this Statement?</u>												
Yes	92	91	93	79	90	95	95	89	94	95	89	90
No	08	09	07	21	10	05	05	11	06	05	11	10
<u>How much of a problem for IA?</u>												
Not a problem	04	04	05	18	04	02	04	06	03	05	05	03
A minor problem	22	25	19	26	25	19	22	22	22	25	16	22
A major problem	73	72	76	56	71	79	74	71	75	70	79	75
DK/Ref	01											

6. The average age of Iowans is increasing.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<u>Heard this Statement?</u>												
Yes	82	82	81	66	71	86	95	75	86	81	81	82
No	19	18	19	34	29	15	05	25	14	19	19	18
<u>How much of a problem for IA?</u>												
Not a problem	17	17	17	17	19	15	17	20	16	18	16	16
A minor problem	40	44	39	54	46	34	44	44	40	44	37	41
A major problem	41	39	44	29	35	52	39	36	45	38	46	43
DK/Ref	02											

7. Iowa has more people over age 70 than under age 5.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<u>Heard this Statement?</u>												
Yes	38	35	41	21	27	38	55	34	40	36	37	42
No	62	65	60	79	72	62	45	67	60	65	63	58
<u>How much of a problem for IA?</u>												
Not a problem	17	19	17	19	19	14	22	23	15	20	18	15
A minor problem	37	40	37	51	44	34	33	36	40	40	36	39
A major problem	42	41	46	30	38	52	45	41	45	41	47	46
DK/Ref	04											

8. Iowa has fewer people under age 19 today than it did in 1980.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<u>Heard this Statement?</u>												
Yes	27	28	26	13	21	31	34	23	29	28	27	25
No	73	73	74	88	80	70	66	77	71	72	73	75
<u>How much of a problem for IA?</u>												
No problem	16	18	15	25	20	12	16	20	15	18	18	13
A minor problem	44	47	43	52	48	43	40	44	45	48	40	45
A major problem	38	35	42	24	32	45	44	36	40	35	42	43
DK/Ref	03											

9. Iowa's total population would have decreased in the last 10 years if not for immigrants coming into the state from other counties.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<u>Heard this Statement?</u>												
Yes	37	38	36	24	25	41	48	38	36	36	40	35
No	63	62	65	76	75	59	52	62	64	64	60	66
<u>How much of a problem for IA?</u>												
Not a problem	22	26	20	27	25	22	21	22	24	25	21	22
A minor problem	41	42	45	36	47	40	46	42	45	41	44	48
A major problem	32	33	35	37	28	38	33	36	32	34	35	31
DK/Ref	05											

QD10. In the past, most workforce recruiting in Iowa has been the responsibility of the private businesses and industries that needed the workers. More recently, these recruiting responsibilities have begun to include entire communities. In your view, is this a positive or negative change FOR IOWA, or doesn't this difference in strategy matter?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Positive	51	55	56	49	58	57	51	45	61	54	56	58
Negative	13	18	10	02	13	16	13	17	12	14	12	14
Doesn't Matter	29	28	35	48	30	26	36	38	28	32	32	29
DK/Ref	07											

QE1A-Q. Suppose Iowa communities and business tried to increase the workforce by recruiting more people to come to the state. Please tell me how IMPORTANT each of the following characteristics is to you in deciding who to recruit.

A. Their skills

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	03	04	02	00	03	02	05	04	02	03	03	04
Somewhat important	22	20	23	25	22	22	20	22	22	21	22	23
Very important	75	75	75	75	75	75	75	73	76	76	75	73
DK/Refused	00											

B. They have Iowa connections

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	47	49	46	60	52	49	33	39	52	50	45	44
Somewhat important	35	34	36	28	35	35	37	34	35	33	37	38
Very important	18	17	19	12	13	16	30	26	13	17	18	19
DK/Refused	01											

C. They have Midwest connections

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	41	44	40	54	49	42	28	36	45	46	42	34
Somewhat important	40	39	43	31	38	41	48	39	43	38	42	46
Very important	17	18	17	16	13	17	25	26	13	17	17	20
DK/Refused	01											

D. They are U.S. citizens

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	20	22	19	22	18	26	14	13	25	23	19	16
Somewhat important	29	29	30	32	31	28	31	23	33	31	32	25
Very important	50	49	51	46	51	47	55	63	42	46	49	59
DK/Refused	01											

E. They are English-speaking

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	10	10	10	15	08	13	07	09	11	11	10	08
Somewhat important	36	39	34	27	41	36	34	25	43	40	34	33
Very important	53	50	57	58	51	52	59	66	46	49	56	59
DK/Refused	01											

F. They are likely to remain employed

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	02	03	01	02	01	03	02	03	02	02	01	03
Somewhat important	13	13	12	09	12	10	20	15	12	13	14	11
Very important	84	84	87	89	87	87	79	82	87	85	85	86
DK/Refused	01											

G. They are refugees from war or other conflicts

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	48	53	47	71	57	48	37	45	53	56	46	43
Somewhat important	38	39	40	25	35	41	49	41	39	35	43	45
Very important	10	08	13	05	08	11	14	14	08	09	12	12
DK/Refused	04											

H. They would add to cultural diversity in the state

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	27	33	22	31	34	25	21	27	28	27	27	28
Somewhat important	51	49	55	48	49	54	56	53	52	53	54	49
Very important	20	18	23	21	17	22	23	21	20	20	19	23
DK/Refused	03											

I. They would try to become integrated into the community

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	06	07	05	07	06	06	07	10	04	06	04	08
Somewhat important	33	34	32	46	35	30	34	35	32	37	33	27
Very important	60	58	63	47	59	64	60	55	64	57	62	65
DK/Refused	01											

J. What part of world they are from

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	69	72	68	80	79	70	53	61	75	74	67	64
Somewhat important	21	19	24	16	16	21	32	26	19	19	23	25
Very important	09	09	08	05	05	09	14	14	06	07	10	11
DK/Refused	01											

K. Their level of education

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	12	12	13	07	13	14	11	14	11	12	13	12
Somewhat important	44	43	47	47	48	45	39	38	49	47	42	42
Very important	42	45	41	46	39	41	50	48	40	40	45	46
DK/Refused	01											

L. Their current income

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	58	63	57	68	69	60	42	51	65	63	59	55
Somewhat important	32	29	35	30	26	31	45	35	31	31	33	35
Very important	08	08	08	03	05	09	13	14	05	06	09	11
DK/Refused	02											

M. Their family or marital status

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	68	69	69	79	81	69	47	60	74	72	68	63
Somewhat important	22	22	22	18	14	25	33	27	19	20	24	25
Very important	09	09	09	02	05	07	21	13	07	08	08	12
DK/Refused	01											

N. Their sex

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	87	89	87	94	94	88	76	83	91	90	87	85
Somewhat important	10	09	11	06	05	10	18	13	08	08	11	11
Very important	03	03	03	00	01	02	06	05	01	02	02	04
DK/Refused	01											

O. Their age

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	67	64	72	69	77	70	50	64	70	71	65	64
Somewhat important	27	30	25	30	21	25	40	28	27	24	30	31
Very important	05	06	04	01	03	05	10	08	04	05	05	05
DK/Refused	01											

P. Their race

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	81	80	85	98	91	82	65	72	88	87	78	78
Somewhat important	14	15	12	02	07	14	27	21	10	11	17	16
Very important	04	05	03	00	02	04	08	08	02	03	05	06
DK/Refused	01											

Q. Their religion

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Not important	86	85	89	97	92	88	77	82	90	91	88	80
Somewhat important	10	12	09	04	06	11	18	14	08	08	10	16
Very important	03	03	02	00	02	02	05	04	02	02	02	04
DK/Refused	01											

QE2A-E. There are several ideas about how Iowa could improve its workforce. Please tell me whether you support or oppose each of the following.

A. Try to retain those who grow up in the state

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Support	95	96	95	82	96	97	96	95	96	96	95	97
Neutral	01	01	02	00	01	01	02	02	01	01	01	01
Oppose	03	03	03	18	03	02	02	04	03	03	04	03
DK/Refused	01											

B. Increase the skill levels of current Iowans

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Support	96	97	97	97	98	97	96	97	97	97	97	97
Neutral	01	02	01	01	01	01	03	01	01	02	01	01
Oppose	02	02	02	03	02	02	02	03	01	02	02	02
DK/Refused	01											

C. Encourage former Iowans to return to the state

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Support	84	85	84	64	88	84	86	86	84	84	84	87
Neutral	07	06	07	06	04	09	07	05	08	07	07	06
Oppose	09	09	08	30	08	07	07	10	08	09	09	08
DK/Refused	01											

D. Encourage people from other states to come to Iowa

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Support	86	86	87	85	87	89	82	84	88	87	88	84
Neutral	07	07	08	02	06	08	10	08	07	07	07	08
Oppose	06	08	05	13	07	03	08	09	05	06	06	08
DK/Refused	00											

E. Encourage people from other counties to come to Iowa

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Support	60	61	61	68	65	64	48	50	67	63	59	60
Neutral	15	13	17	07	12	15	22	18	14	15	14	16
Oppose	24	26	22	25	24	21	30	32	19	22	27	24
DK/Refused	02											

QE3A1-4. Now I'm going to read some possible strategies for improving Iowa's workforce. Please tell me whether or not you think each one would be an EFFECTIVE strategy.

If Iowa tried to RETAIN those who grow up in the state, would it be EFFECTIVE to encourage...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
1. Young people to stay												
Yes	91	91	96	82	94	95	95	94	94	92	93	96
No	06	09	04	19	06	05	05	06	07	08	08	04
DK/Refused	03											
2. Working people to stay												
Yes	96	96	98	98	97	97	98	96	98	96	97	98
No	03	04	02	02	03	03	02	04	02	04	03	02
DK/Refused	01											
3. Retired people to work at jobs												
Yes	81	80	87	53	79	89	90	85	83	82	84	86
No	16	20	13	47	21	11	10	15	17	18	16	14
DK/Refused	04											
4. Others												
Yes	23	24	24	14	25	22	30	21	26	23	24	26
No	73	76	77	86	75	79	70	79	74	77	76	74
DK/Ref	05											

QE3AA1. Of these groups of people, which group do you think it would be MOST EFFECTIVE to try to retain?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Young People	53	55	56	53	57	54	57	55	55	55	56	54
Working People	33	33	36	42	33	34	34	36	32	33	34	37
Retired People	04	06	03	00	04	06	03	03	05	05	03	03
Other: College Educated	03	03	03	05	04	03	03	02	04	03	04	04
Other: Miscellaneous	03	03	03	00	03	03	03	03	03	03	03	02
DK/Refused	04											

QE3B1-7. In order to RETAIN those who grow up in the state, would it be EFFECTIVE to...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
1. Lower taxes												
1. Yes	78	80	85	85	81	81	86	88	79	83	81	83
2. No	17	20	16	16	19	19	14	12	21	17	19	17
DK/Refused	06											

2. Make recreation and arts more available

1. Yes	78	79	83	93	85	79	76	79	83	82	80	80
2. No	18	21	17	07	15	22	24	21	17	18	20	20
DK/Refused	04											

3. Make Iowa's strengths better known

1. Yes	91	91	95	93	93	93	94	95	92	94	93	92
2. No	07	09	06	07	07	07	06	05	08	07	07	08
DK/Refused	02											

4. Improve K-12 schools

1. Yes	90	90	95	97	94	91	92	94	92	92	94	92
2. No	07	10	05	03	06	09	08	06	09	08	06	08
DK/Refused	02											

5. Offer reduced tuition to college students who agree to stay and work in the state

1. Yes	92	91	96	95	95	95	91	95	93	94	93	95
2. No	06	09	04	05	05	05	10	05	07	07	07	05
DK/Refused	02											

6. Offer assistance to increase the skill levels of Iowans

1. Yes	93	93	97	96	94	96	95	96	95	94	96	96
2. No	05	07	03	04	06	04	05	04	06	06	04	04
DK/Refused	02											

7. Are there other ways you think should be used to RETAIN Iowans?

1. Yes	29	31	28	15	29	35	25	23	33	31	30	27
2. No	68	69	72	85	71	65	75	77	67	69	70	73
DK/Refused	03											

QE3BB1. Of these ways we've mentioned for trying to RETAIN those who grow up in the state, which do you think would be THE MOST EFFECTIVE STRATEGY?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Lower taxes	23	24	24	17	22	24	31	29	22	25	24	24
Make recreation and arts more available	05	07	04	13	07	04	03	03	07	07	04	03
Make Iowa's strengths better known	04	06	03	00	03	05	06	04	04	05	03	05
Improve the K-12 schools	10	10	10	16	10	09	12	13	09	11	07	12
Offer reduced tuition to college students who agree to work in the state	31	29	35	47	39	30	22	27	36	29	36	34
Offer assistance to increase the skill levels of Iowans	09	09	10	05	08	09	13	10	09	09	11	09
Other: Better Wages/salaries	09	09	11	01	08	13	10	11	10	10	13	08
Other: More job opportunities	02	03	01	00	02	03	01	02	02	02	01	03
Other: Miscellaneous	02	03	01	00	02	03	01	03	02	03	01	02
DK/Refused	06											

QE3C1-5. If Iowa tried to INCREASE THE SKILL LEVELS of current Iowans, would it be EFFECTIVE to increase the skill levels of...

	State	Male	Female	18-24	25-44	45-64	65+	HS	C	Metro	Non-Metro	Rural
1. Those now unemployed												
Yes	87	88	94	90	88	92	94	92	91	93	91	87
No	09	12	06	10	12	08	06	08	09	07	09	13
DK/REF	05											
2. Those with disabilities												
Yes	91	91	97	90	94	94	94	94	94	94	94	94
No	06	09	03	10	06	06	06	06	06	06	06	06
DK/REF	03											
3. Those in low wage jobs												
Yes	95	96	98	96	96	98	97	96	98	97	97	96
No	03	05	02	04	04	02	03	04	02	03	03	04
DK/REF	02											
4. Retired people												
Yes	58	54	69	57	62	62	63	64	61	65	61	58
No	36	46	31	42	38	38	37	37	39	35	39	42
DK/Refused	05											
5. Are there others whose skills should be increased?												
Yes	21	23	20	22	24	22	17	19	23	24	21	19
No	76	77	80	78	76	78	84	81	77	77	79	81
DK/REF	04											

QE3CC1. Of these groups of people, which group do you think it would be MOST EFFECTIVE to try to increase the skill levels of?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Those now unemployed	29	29	33	40	30	31	29	33	30	32	31	29
Those with disabilities	05	05	06	04	06	05	04	07	04	05	06	05
Those in low wage jobs	51	55	51	44	53	53	56	51	54	52	53	54
Retired people	03	03	03	02	03	03	04	03	03	03	01	04
Other: Young People	03	02	04	05	02	02	04	03	03	02	03	04
Other: Employment General	02	03	01	01	02	03	01	01	03	02	02	03
Other: Miscellaneous	03	03	03	04	05	02	02	03	03	04	03	02
DK/Ref	05											

QE3D1-6. IF Iowa tried to ENCOURAGE FORMER IOWANS to return to the state, would it be EFFECTIVE to...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
1. Lower taxes												
Yes	77	75	86	81	80	79	84	86	78	81	81	80
No	19	25	14	19	20	21	16	15	22	19	20	21
DK/Refused	04											
2. Make recreation and arts more available												
Yes	72	73	80	88	81	73	71	73	78	79	73	74
No	23	28	20	12	19	27	29	27	22	21	27	26
DK/Refused	05											
3. Make Iowa's strengths better known												
Yes	86	87	91	91	85	91	91	92	87	88	91	87
No	11	13	10	09	15	09	09	08	13	12	09	13
DK/Refused	03											
4. Improve K-12 schools												
Yes	88	88	93	93	92	90	89	93	89	91	92	90
No	09	12	07	07	08	11	11	07	11	09	09	10
DK/Refused	03											

5. Offer assistance to increase the skill levels of Iowans

Yes	89	91	93	97	91	91	93	95	90	90	94	93
No	08	10	07	03	09	09	07	05	10	11	06	07
DK/Refused	03											

6. Are there other ways you think should be used to RETAIN Iowan's?

Yes	21	23	21	11	22	26	18	18	25	22	25	20
No	75	77	79	89	78	74	82	82	76	78	76	81
DK/Refused	03											

QE3DD1. Of these, which do you think would be THE MOST EFFECTIVE strategy to encourage former Iowans to return to the state?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Lower taxes	39	40	42	42	40	41	42	45	39	43	37	42
Make recreation and arts more available	07	11	05	20	11	06	02	06	09	09	07	06
Make Iowa's strengths better known	10	12	10	07	08	13	14	09	12	13	11	08
Improve the K-12 schools	13	12	15	14	17	12	10	14	13	13	14	14
Offer assistance to increase the skill levels of Iowans	12	12	13	12	12	12	14	14	11	09	15	17
Other: Better Quality Jobs	03	03	03	00	03	03	04	02	04	03	04	03
Other: Higher Wages	09	08	11	00	08	10	12	10	09	09	09	08
Other: Miscellaneous	02	03	02	06	02	02	02	01	03	02	02	03
DK/Refused	06											

QF(series introduction) Bringing people into the state from other counties to fill jobs is one possible strategy fo increasing Iowa’s workforce. People have different opinions about the effects this immigration might have. I am going to read some pairs of contrasting statements and ask which one comes closer to your view.

QF1 (order A)	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Immigrants mostly take jobs that other Iowans DON’T WANT.	71	77	76	80	78	76	77	65	84	79	74	75
Immigrants mostly TAKE JOBS AWAY from other Iowans.	22	23	24	20	22	25	23	35	17	21	26	25

DK/Ref 07

\*This version of the question was asked to half of the eligible respondents. Percentage above are based on this split sample.

QF1 (order B)	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Immigrants mostly TAKE JOBS AWAY from other Iowans.	24	19	30	21	26	23	27	35	19	23	28	24
Immigrants mostly take jobs that other Iowans DON’T WANT.	72	81	70	79	74	77	73	66	81	77	72	76

DK/Ref 04

\*This version of the question was asked of half of the eligible respondents. Percentage above are based on this split sample.

QF1 (total)	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Immigrants mostly TAKE JOBS AWAY from other Iowans.	23	21	27	21	24	24	25	35	18	22	27	24
Immigrants mostly take jobs that other Iowans DON'T WANT.	72	79	73	79	76	76	75	65	82	78	73	76

DK/Ref 06

\*This table combines the values for the two versions of the question.

QF2 (order A)	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Immigrants BECOME PRODUCTIVE CITIZENS and pay their fair share of taxes.	48	57	51	63	56	50	56	37	65	60	48	48
Immigrants COST TAXPAYERS TOO MUCH by using government services like public education and medical services.	41	43	49	37	44	51	44	63	35	40	52	52

DK/Ref 11

\*This version of the question was asked of half of the eligible respondents. Percentage above are based on this split sample.

QF2 (order B)	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Immigrants COST TAXPAYERS TOO MUCH by using government services like public education and medical services.	41	46	44	39	45	44	48	58	38	41	49	49
Immigrants BECOME PRODUCTIVE CITIZENS and pay their fair share of taxes.	50	54	56	61	55	56	52	42	62	59	52	51

DK/Ref 09

\*This version of the question was asked of half of the eligible respondents. Percentage above are based on this split sample.

QF2 (total)	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Immigrants COST TAXPAYERS TOO MUCH by using government services like public education and medical services.	41	45	46	38	45	47	46	61	37	40	50	50
Immigrants BECOME PRODUCTIVE CITIZENS and pay their fair share of taxes.	49	55	54	62	56	53	54	39	63	60	50	50

DK/Ref 10

\*This table combines the values for the two versions of the question.

QF3 (order A)	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Immigrants perspectives, talents, and cultures IMPROVE the quality of life of people living in a community	67	67	81	85	79	70	71	63	80	77	73	70
Different beliefs and customs of immigrants DECREASES the quality of life of people in a community.	23	33	19	15	21	30	29	37	20	23	27	30
	DK/Ref	10										

\*This version of the question was asked of half of the eligible respondents. Percentage above based on this split sample.

QF3B	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Different beliefs and customs of immigrants DECREASES the quality of life of people in a community.	20	73	83	26	16	23	28	28	18	21	20	25
Immigrants perspectives, talents, and cultures IMPROVE the quality of life of people living in a community	70	27	17	74	84	77	72	72	82	79	80	75
	DK/Ref	10										

\*This version of the question was asked of half of the eligible respondents. Percentage above based on this split sample.

QF3 (total)	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Different beliefs and customs of immigrants DECREASES the quality of life of people in a community.	21	30	18	21	19	26	28	32	19	22	23	27
Immigrants perspectives, talents, and cultures IMPROVE the quality of life of people living in a community	69	70	82	79	81	74	72	68	81	78	77	73
DK/Ref	10											

\*This table combines the values for the two versions.

QF4-5 (intro). I have two more questions about the possible effects of immigration from other countries. Remember there may be several reasons why these things might happen; we only want to know WHAT you think those effects will be.

QF4. When immigrants from other countries move into a community, do you think that the overall rate of crime generally...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Decreases	01	02	01	00	01	01	03	02	01	02	02	01
Remains Stable	54	55	64	64	60	58	60	53	64	65	56	53
Increases	36	43	35	36	39	41	37	45	35	34	43	46
DK/REF	09											

QF5. When immigrants from other countries move into a community, do you think that the overall quality of the local school system generally...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Decreases	22	28	20	16	26	24	23	23	24	24	24	23
Remains Stable	63	62	72	74	64	66	70	69	66	66	67	68
Increases	09	10	08	10	11	09	06	09	10	10	09	09
DK/REF	07											

QG1-7. Suppose people from other counties came into your community this year. How likely would you be to...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
1. Volunteer time to help a person or family to get settled in the community												
Very unlikely	13	14	12	10	11	14	16	18	10	13	12	13
Somewhat unlikely	11	12	11	17	13	10	10	09	13	11	13	10
Neutral	33	35	32	24	34	35	34	35	33	33	34	35
Somewhat likely	29	27	32	40	30	30	25	25	33	31	26	31
Very likely	12	12	13	09	11	12	15	13	12	12	14	11
DK/REF	01											

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
<b>2. Contribute money</b>												
Very unlikely	31	32	32	34	32	27	39	43	26	29	32	37
Somewhat unlikely	16	15	17	18	20	13	16	15	17	18	16	13
Neutral	27	29	26	30	28	30	22	27	28	26	30	28
Somewhat likely	19	19	19	18	17	21	18	13	23	21	18	17
Very likely	05	06	05	00	03	08	06	03	07	06	04	05
DK/REF	02											
<b>3. Work within a church or community group to ease the transition</b>												
Very unlikely	12	16	10	15	13	13	13	18	10	14	12	11
Somewhat unlikely	08	08	08	09	09	08	07	11	06	07	08	09
Neutral	21	22	21	23	19	25	16	21	21	21	21	21
Somewhat likely	37	38	37	33	41	34	37	32	41	36	38	38
Very likely	21	17	26	20	18	20	28	19	23	21	22	22
DK/REF	01											

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
4. Provide unpaid expert assistance, such as counseling, legal services, business advice, and so forth												
Very unlikely	23	21	26	30	20	21	32	33	18	22	26	25
Somewhat unlikely	14	14	14	07	16	15	12	17	13	15	10	16
Neutral	27	28	27	33	29	29	20	25	29	26	29	28
Somewhat likely	24	26	22	19	26	25	23	18	28	25	23	23
Very likely	11	11	10	11	09	11	13	07	13	11	12	08
DK/REF	02											
5. Tutor new residents to help them learn English												
Very unlikely	18	17	20	17	14	18	26	26	14	17	19	21
Somewhat unlikely	13	17	11	15	14	16	10	16	12	15	13	12
Neutral	23	27	19	23	27	24	17	19	25	24	22	23
Somewhat likely	29	25	33	28	31	28	29	26	31	29	29	30
Very likely	16	14	18	18	15	15	18	14	17	16	17	14
DK/REF	02											

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
6. Participate in meetings or classes to learn about the culture of the newcomers												
Very unlikely	19	20	19	20	18	19	24	24	17	21	17	19
Somewhat unlikely	15	18	12	19	18	15	11	14	16	15	15	15
Neutral	25	28	24	20	31	25	21	25	26	24	29	26
Somewhat likely	27	23	32	26	25	29	30	25	29	28	26	28
Very likely	12	11	13	15	09	13	14	11	12	12	14	11
DK/REF	02											
7. Go on informational trips to other communities that have successfully welcomed immigrants												
Very unlikely	26	27	27	30	26	24	34	33	23	27	28	27
Somewhat unlikely	16	17	15	15	19	17	09	16	16	17	15	15
Neutral	26	29	24	26	26	28	24	23	28	26	26	27
Somewhat likely	22	19	25	20	21	22	24	18	25	20	23	25
Very likely	09	09	09	09	08	10	08	11	08	10	09	07
DK/REF	02											

QH1A: Do you have a currently valid passport?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Yes	27	28	26	24	19	30	33	17	32	32	23	21
No	73	72	74	76	81	71	67	83	68	68	77	79
DK/Ref	00											

QH1B: Have you ever had a passport?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Have you ever had a passport?												
Yes	14	18	21	06	17	19	29	13	25	21	17	20
No	59	82	79	94	83	81	71	88	75	79	83	80
Not asked (current passport)	27											
DK/Ref	00											

QH2A: Have you traveled outside the US?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Have you ever traveled outside the U.S.?												
Yes	37	91	89	70	86	91	94	84	92	92	87	87
No	04	09	11	30	14	09	06	16	08	08	13	13
Not asked (no passport)	59											
DK/Ref	00											

QH3: In the last year, how frequently, if ever, did you eat at an ethnic restaurant?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Weekly	19	21	17	24	22	20	11	13	22	23	18	13
Monthly	34	35	34	45	39	37	22	26	40	37	35	30
A few times per year	29	26	31	24	28	25	37	33	27	26	30	33
Once per year	07	07	07	05	05	08	09	10	05	06	05	11
Never	11	10	12	02	06	11	20	18	07	09	13	14
DK/Ref	00											

QH4: In the last year, how frequently, if ever, did you attend ethnic festivals or events?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Once or twice	40	41	38	43	43	43	29	34	43	43	37	37
3-5 times	13	11	15	21	13	13	12	09	15	15	13	10
6-10 times	02	02	02	03	02	01	01	01	02	02	02	02
More than 10 times	01	01	01	02	01	01	01	00	01	01	01	01
Never	45	45	44	31	41	43	57	56	38	39	48	51
DK/Ref	00											

QH5A: To your knowledge, have any immigrants from other counties moved into your community in the last 10 years?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Yes	70	74	71	86	75	76	58	62	78	74	76	65
No	27	26	29	15	25	24	42	38	22	26	24	35
DK/Ref	04											

QH6: Do you know of any organizations in your community that are focused on ethnic groups?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Yes	28	27	29	19	21	35	29	22	32	34	26	19
No	71	73	71	81	79	65	71	78	68	66	74	81
DK/Ref	02											

QH7: Do you know anyone personally who was born outside of the US, but is now living in Iowa?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	HS %	C %	Metro %	Non-Metro %	Rural %
Yes	65	68	63	77	69	67	52	49	75	72	62	56
No	34	32	37	23	31	33	48	51	26	28	38	44
DK/Ref	01											

APPENDIX C  
SUBGROUP DIFFERENCES



This appendix shows the results of the inferential statistical tests for the *major* variables in this survey. The tables in this appendix follow the structure of the presentation of findings in the report proper. The associated descriptive statistics were presented in Appendix B and can be cross-referenced using the question number in both appendices.

Subgroup comparisons were made for gender, age, education, and geographic stratum. There were primarily two types of statistical tests conducted. The first involved pairwise comparisons of mean scores for rating scales (e.g., 5-point agreement scales). The second involved chi-square tests comparing the distributions of categorical responses (e.g., yes versus no) across the levels of the demographic variable.

For gender and education, statistically significant ( $p < .05$ ) differences or associations for these variables are represented by a “✓” in the table regardless of whether scales or categories were analyzed because they are dichotomies. When analyzing categorical data, differences within age group and geographic stratum are indicated with a “✓.” When analyzing differences between means, for multiple subgroups, the results of the pairwise comparisons are made using notation such as: (1) M vs. N, (2) M vs. (N and R), and (3) M vs. N vs. R. In this first example, Metro differed from Non-metro. In the second example, Metro differed from Non-metro and Metro differed from Rural, but Non-metro and Rural did not differ. In the third example, all three geographic stratum were significantly different from each other.

### Findings Section 1: Problems and Goals for the State of Iowa

Importance of Goals for the State of Iowa (means)					
#	Content	Gender	Age Group	Ed.	Stratum
QA2A	Increasing Iowa’s working population	✓		✓	
QA2B	Advanced telecommunication services	✓		✓	M vs. N and R
QA2C	Leadership to diversify agricultural economy			✓	M vs. R
QA2D	Make Iowa recreational destination	✓			M vs. R
QA2E	Raising wages and incomes	✓		✓	M vs. R
QA2F	Affordable/quality childhood education & child care	✓	18-24 vs. (25-44, 45-64, 65+)	✓	M vs. N vs. R
QA2G	High quality educational opportunities	✓			N vs. R
QA2H	Protecting Iowa’s natural resources	✓		✓	M vs. N
QA2I	Make state and local government more accountable		18-24 vs. 65+		

## Findings Section 2: Social and Cultural Issues

### Cultural Awareness and Exposure (categorical)

#	Content	Gender	Age Group	Ed.	Stratum
QH5A	Immigrants moved into community in past 10 years		✓	✓	
QH6	Know of organization in community focused on ethnic groups		✓	✓	✓
QH7	Personally know someone born outside the US who is now living in Iowa		✓	✓	✓
QH21	Have at least one co-worker of a different racial or ethnic background				

### Attitudes Towards Minorities and Minority Issues (means)

#	Content	Gender	Age Group	Ed.	Stratum
QC1	Iowans should learn to speak 2 languages	✓		✓	M vs. N
QC2	Network of friends is racially mixed		45-64 vs. 65+		(M and N) vs. R
QC3	OK for son/ daughter to date someone of different race	✓	18-24 vs. 25-44 vs. 45-64 vs. 65+	✓	
QC4	Too much attention directed toward multicultural or minority issues in education	✓		✓	
QC5	Most of close friends are of own racial group		18-24 vs. (25-44 and 65+)		(M and N) vs. R
QC6	Too much attention has been directed to multicultural or minority issues in business	✓	18-14 vs. (25-44, 45-64, & 65+)	✓	
QC7	White people's racism towards racial minority groups still constitutes a major problem in the US				

Attitudes Towards Minorities and Minority Issues (means)

#	Content	Gender	Age Group	Ed.	Stratum
QC8	The school system should encourage minority and immigrant children to learn and fully adopt traditional American values.		18-24 vs. 45-64; 18-24 vs. 65+; 25-44 vs. 45-64; 25-44 vs. 65+; 45-64 vs. 65+	✓	M vs. R
QC9	The school system should promote traditional Iowa values as well as the values representative of the culturally diverse students in the class.	✓			
QC10	Would enjoy living in neighborhood consisting of a racially diverse population.	✓	18-24 vs. 25-44; 18-24 vs. 45-64; 18-24 vs. 65+; 25-44 vs. 65+	✓	(M and N) vs. R
QC11	It is better if people marry within their own culture.		18-24 vs. 25-44 vs. 45-64 vs. 65+	✓	
QC12	OK for son or daughter to date someone who moved here from another country.		18-24 vs. 25-44; 18-24 vs. 45-64; 18-24 vs. 65+; 25-44 vs. 65+	✓	M vs. N
QC13	Sexual orientation is a valid reason to exclude someone from a specific job or position.	✓	(18-24 and 25-44) vs. 45-64; (18-24 and 25-44) vs. 65+; 45-64 vs. 65+	✓	(M and N) vs. R
QC14	OK for son or daughter to date someone with a different religious background.		18-24 vs. (25-44 and 45-64); 18-24 vs. 65+; 25-44 vs. 65+; 45-64 vs. 65+		
QC15	In virtually all jobs, a woman can do just as good as a man.		18-24 vs. 25-44; 18-24 vs. 45-64; 18-24 vs. 65+; 25-44 vs. (45-64 and 65+)	✓	M vs. (N and R)
QC16	Immigrants should preserve their own customs after they enter the US.		(18-24, 25-44, & 45-64) vs. 65+	✓	M vs. R
QC17	Immigrants from non-English speaking countries should continue to use their native language in addition to English.	✓		✓	M vs. R

Attitudes Towards Minorities and Minority Issues (means)

#	Content	Gender	Age Group	Ed.	Stratum
QC18	Immigrants should be required to speak English to receive citizenship.		(18-24, 25-44, & 45-64) vs. 65+	✓	M vs. R
QC19	Most adult immigrants learn English quickly.				
QC20	Adults with disabilities can be productive workers.	✓		✓	
QC21	Adults of all ages can be productive workers.	✓		✓	

Findings Section 3: Workforce Recruitment, Development, & Retention

Awareness of Statement (categorical)

#	Content	Gender	Age Group	Ed.	Stratum
QD1A	Iowa's population grew at only half the rate of nation from 1990 to 2000.	✓	✓	✓	
QD2A	Iowa faces a shortage of workers in the next few years.	✓	✓	✓	
QD3A	Iowa will need more skilled workers for existing businesses and industries.	✓	✓	✓	
QD4A	Iowa will need more skilled workers to attract new business and industries.	✓	✓	✓	
QD5A	Many students who have just completed college leave the state each year.		✓	✓	✓
QD6A	The average age of Iowans is increasing.		✓	✓	
QD7A	Iowa has more people over age 70 than under age 5.		✓	✓	
QD8A	Iowa has fewer people under age 19 today than it did in 1980.		✓		
QD9A	Iowa's total population would have decreased in the last 10 years if not for immigrants coming into the state from other countries .			✓	

Perceived Problem for Iowa (categorical)

#	Content	Gender	Age Group	Ed.	Stratum
QD1B	Iowa's population grew at only half the rate of nation from 1990 to 2000.	✓	✓		
QD2B	Iowa faces a shortage of workers in the next few years.	✓		✓	
QD3B	Iowa will need more skilled workers for existing businesses and industries.		✓	✓	✓
QD4B	Iowa will need more skilled workers to attract new business and industries.			✓	
QD5B	Many students who have just completed college leave the state each year.		✓		✓
QD6B	The average age of Iowans is increasing.		✓	✓	
QD7B	Iowa has more people over age 70 than under age 5.		✓	✓	
QD8B	Iowa has fewer people under age 19 today than it did in 1980.		✓		✓
QD9B	Iowa's total population would have decreased in the last 10 years if not for immigrants coming into the state from other countries .				

Importance of Characteristics in Recruiting New Workers (categorical)

#	Content	Gender	Age Group	Ed.	Stratum
QE1A	Skills	✓	✓		
QE1B	Iowa connections		✓	✓	
QE1C	Midwest connections		✓	✓	✓
QE1D	US citizens		✓	✓	✓
QE1E	English speaking			✓	
QE1F	Likely to remain employed		✓		
QE1G	Refugees from war or other conflicts	✓	✓	✓	✓
QE1H	Would add to cultural diversity in the state	✓	✓		
QE1I	Would try to become integrated into the community			✓	✓
QE1J	Part of the world they are from		✓	✓	✓
QE1K	Level of education			✓	
QE1L	Current income		✓	✓	
QE1M	Family or marital status		✓	✓	
QE1N	Sex		✓	✓	
QE1O	Age	✓	✓	✓	
QE1P	Race		✓	✓	✓
QE1Q	Religion		✓	✓	✓

Whether Strategy Would Be Effective in Encouraging Former Iowans to Return (categorical)

#	Content	Gender	Age Group	Ed.	Stratum
QE3D1	Lower taxes	✓		✓	
QE3D2	Make recreation and arts more available	✓	✓		
QE3D3	Make Iowa's strengths better known			✓	
QE3D4	Improve K-12 schools	✓		✓	
QE3D5	Offer assistance to increase their skill levels			✓	

Whether It Would be Effective to Increase Skill Levels (categorical)

#	Content	Gender	Age Group	Ed.	Stratum
QE3C1	Of the unemployed	✓			✓
QE3C2	Of those with disabilities	✓			
QE3C3	Of those in low wage jobs	✓			
QE3C4	Of retired people	✓			

Workforce Retention (categorical)

#	Content	Gender	Age Group	Ed.	Stratum
QH12	Have seriously considered leaving Iowa in the past 5 years	✓	✓		
QE3A1	Effective to encourage young people to stay				
QE3A2	Effective to encourage working people to stay				
QE3A3	Effective to encourage retired people to work at jobs in Iowa	✓	✓		
QE3B1	To retain those who grew up in the state, effective to lower taxes			✓	
QE3B2	To retain those who grew up in the state, effective to make recreation and arts more available		✓		
QE3B3	To retain those who grew up in the state, effective to make Iowa's strengths better known	✓			
QE3B4	To retain those who grew up in the state, effective to improve K-12 schools	✓			
QE3B5	To retain those who grew up in the state, effective to offer reduced tuition to college students who agree to stay and work in the state	✓			
QE3B6	To retain those who grew up in the state, effective to offer assistance to increase the skill levels of Iowans	✓			

Support for Strategy to Improve Iowa's Workforce (categorical)

#	Content	Gender	Age Group	Ed.	Stratum
QE2A	Try to retain those who grow up in the state		✓		
QE2B	Increase the skill levels of current Iowans				
QE2C	Encourage former Iowans to return to the state		✓	✓	
QE2D	Encourage people from other states to come to Iowa		✓		
QE2E	Encourage people from other countries to come to Iowa		✓	✓	

Findings Section 4: Immigrants

Perceptions of Immigrants (categorical)

#	Content	Gender	Age Group	Ed.	Stratum
QF1	Immigrants mostly take jobs away from other Iowans <i>versus</i> immigrants mostly take jobs other Iowans do not want	✓		✓	
QF2	Immigrants become productive citizens and pay their fair share of taxes <i>versus</i> immigrants cost taxpayers too much by using government services like public education and medical services			✓	✓
QF3	Immigrants bring with them different perspectives, talents, and cultures that improve the quality of life of people living in a community <i>versus</i> different beliefs and customs of immigrants decreases the quality of life of people in a community	✓	✓	✓	
QF4	When immigrants move into a community, the overall crime rates generally decrease, remain stable, or increase	✓		✓	✓
QF5	When immigrants move into a community, the overall quality of the local school system generally decreases, remains stable, or increases	✓			



APPENDIX D  
CATEGORY LABELS FOR KEY PHRASES



In this appendix, more detailed category headings are provided to correspond with the abbreviated labels in Figures 11-15 in the order shown in the figures.

QB1 - “New Iowans” (Figure 11)

Youth, children, next generation  
Specific social group (e.g., race, ethnicity)  
Miscellaneous  
People from other states  
Foreigners / People from different counties / People brought to the US  
Don’t know / Never heard of it  
Immigrants  
People moving / Coming / Just moved to the state / Not born here

QB2 - “Diversity” (Figure 12)

Equality  
Miscellaneous positive  
Miscellaneous negative  
Combine differences to achieve goal, Make more opportunities; Different approaches and ways of doing things  
Acceptance / tolerance  
Diversity as related to employment / Workplace / Workforce  
Specific social groups such as racial groups or ethnic groups  
Multiculturalism  
Mixing of race and ethnicity  
Miscellaneous neutral  
Nothing/ don’t know/ “lots of things”/ no opinion

QB3 - “Multiculturalism” (Figure 13)

Inclusion  
Getting along better with other races/cultures  
Miscellaneous positive  
Miscellaneous negative  
Religions  
Different types of people in general  
Specific groups  
Diversity  
Immigrants  
Different nationalities / other countries  
Nothing/ don’t know/ “lots of things”/ no opinion  
Different cultures  
Miscellaneous neutral

Different races/ ethnic backgrounds

QB4 - "Immigration" (Figure 14)

Refugees

Jobs Employment- taking jobs away

Jobs Employment- migrant workers

Bosnians

Attracting people to state / governmental plan

Don't know / no idea / nothing

Jobs. Employment: miscellaneous.

Illegal / aliens

Mexicans / Hispanics

Miscellaneous

Foreigners / people from other countries