

# Iowa GAP Tuition Assistance Program

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Academic Years  
2015 and 2016



**COMMUNITY COLLEGES &  
WORKFORCE PREPARATION**  
*PROSPERITY THROUGH EDUCATION*

**IOWA DEPARTMENT  
OF EDUCATION**



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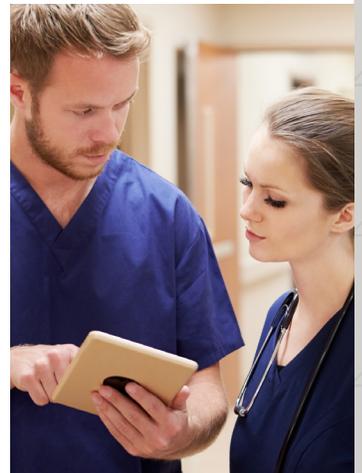
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## Introduction

The Gap Tuition Assistance Program (GAP), part of the Iowa Skilled Worker and Job Creation Fund (Iowa Code 260I), provides funding to community colleges to support job training programs. Eligible continuing education certificate training programs, which are directly aligned with in-demand occupations, are eligible for GAP assistance to bridge tuition shortfalls for Iowans with barriers to training.

This first annual report provides an overview of the demographics, enrollment, completion, and employment outcomes of participants in GAP for academic years (AY) 2014 -2015 (AY 2015) and 2015-2016 (AY 2016).





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## Eligible Costs

Costs eligible for coverage under GAP shall include, but are not limited to, the following:

- » tuition;
- » direct training costs;
- » required books and equipment;
- » fees including, but not limited to, industry testing services and background check testing services; and
- » program staffing.

Staffing and support costs are capped at 10 percent of allocated funds for the two largest community colleges (Des Moines Area and Kirkwood Community colleges); 20 percent for the two smallest community colleges (Southwestern and Northwest Iowa Community colleges); and 15 percent for the remaining community colleges.

## Eligibility of Applicant

Eligibility for tuition assistance under this program is based on financial need, which is determined by an assessment of, but not limited to, the following criteria. The applicant's:

- » family income for the six (6) months prior to the date of application;
- » family size; and
- » county of residence.

An applicant must also have a demonstrated capacity to achieve the following outcomes in order to be eligible for tuition assistance:

- » complete an eligible certificate program;
- » enter a postsecondary certificate, diploma, or degree program for credit;
- » gain full-time employment; and
- » maintain full-time employment over time.

Only applicants who are eligible to work in the United States and earn incomes at or below 250 percent of the federal poverty level, as defined by the most recent poverty income guidelines published by the United States Department of Health and Human Services, shall be eligible to receive assistance under GAP. Eligible applicants may receive partial or total tuition assistance for an eligible certificate program. Tuition assistance under this program will not be approved for more than one eligible certificate program per applicant.

## Programs

Programs\* that meet the following criteria shall be eligible for assistance:

1. Programs are not offered for credit, but are aligned with a certificate, diploma, or degree for credit, and do any of the following:
  - » Offer a state, national, or locally recognized certificate.
  - » Offer preparation for a professional examination or licensure.
  - » Provide endorsement for an existing credential or license.
  - » Represent recognized skill standards defined by an industrial sector.
  - » Offer a similar credential or training.
2. Programs offer training or credentials that prepare workers for in-demand occupations in one of the following industries:
  - » Information technology;
  - » Health care;
  - » Advanced manufacturing; or
  - » Transportation and logistics.
3. Programs may offer training in any other industry designated as in-demand by a regional advisory board.

## Process

Applicants for tuition assistance under GAP are required to complete an initial assessment, administered by the community college that receives the application, to determine each applicant's readiness to complete an eligible certificate program. As part of this process, all applicants are required to complete a National Career Readiness Certificate (NCRC) and achieve at least a national bronze-level certificate by successfully completing three assessments in applied mathematics, locating information, and reading for information. Upon completion of the assessment, applicants are required to meet with a community college staff member to learn about eligible certificate programs, the relevant industry, applicable occupational research, and any applicable training related to the eligible certificate program.

The process includes an evaluation of applicants' capabilities, needs, family situation, work history, educational background, attitude and motivation, employment skills, vocational potential, and employment barriers. Following the initial discussion, potential start dates, support services, and additional requirements for an eligible certificate program are identified.

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\* A complete list of approved programs can be found on the Iowa Department of Education [website](#). The link is provided in Appendix A.

## Responsibility

A participant in an eligible certificate program who receives tuition assistance will be required to do all of the following:

- » Maintain regular contact with staff members from the certificate program to document the participant's progress in the program.
- » Sign a release form to provide relevant information to community college faculty or case managers.
- » Discuss with staff members from the certificate program any issues that may impact the participant's ability to complete the certificate program, obtain employment, and maintain employment over time.
- » Regularly attend all required courses.
- » Develop a job search plan with staff members from the certificate program.

## Outcomes

In order to properly conduct the outcomes research for this report, all participant data were extracted from the Department of Education's Management Information System (MIS) using an indicator for GAP participation provided by Iowa's 15 community colleges.

Once the data were extracted from the MIS, two cohorts were created representing AY 2015 and AY 2016. These annual cohorts were then sent to the National Student Clearinghouse (NSC) to identify the students who continued their education after completing the program of study. Participants may have transferred from one community college to another, continued their education at their current location, or transferred to a four-year institution. Transfer students were analyzed by college type (two- or four-year, and private or public) and by transfer location, allowing for the study of graduate out-migration (leaving Iowa).





A separate cohort was identified as those who did not continue their education. They were then unduplicated and matched to Unemployment Insurance (UI) wage records\* using the students' Social Security Numbers (SSN) to determine if they entered employment. This match provided employment, wage, and industry data by quarter for each award type and cohort.

Quarterly wages are reported using the following time frames:

- » Quarter 1: January 1 to March 31
- » Quarter 2: April 1 to June 30
- » Quarter 3: July 1 to September 30
- » Quarter 4: October 1 to December 31

Due to the confidentiality of the wage record and student level data, strict limits were maintained for the number of records that could be reported in aggregate in order to abide by all rules, regulations, and restrictions for each of the data sources. Additionally, data-sharing agreements have gone through comprehensive legal review.

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\* The UI wage records do not cover those employers exempt from paying UI tax such as federal employees, members of the armed forces, the self-employed, proprietors, unpaid family workers, church employees, railroad workers covered by the railroad unemployment insurance system, and students employed in a college or university as a part of a financial aid package. Matches of three or less are suppressed for confidentiality purposes.

## Demographics

There were a total of 2,369 reported GAP participants over this two-year study period: 1,284 in AY 2015; and 1,085 in AY 2016. Of the participants who reported gender, over half (51.2 percent) were women in AY 2015, and slightly fewer (48.8 percent) were women in AY 2016. There were 536 participants who reported their race as white, and an additional 200 participants as black in AY 2015, representing 83.2 percent of all students who reported their race/ethnicity. In AY 2016, that percentage increased to 84.7 percent of students (Table 1). Approximately one-third of total participants from both academic years did not report their race/ethnicity.

TABLE 1: NUMBER OF PARTICIPANTS BY RACE/ETHNICITY AND GENDER

Race/ Ethnicity	AY 2015				AY 2016			
	Female	Male	Not Reported	Total	Female	Male	Not Reported	Total
American Indian	2	5	0	7	3	2	0	5
Asian	3	11	0	14	1	7	0	8
Black	113	87	0	200	81	71	0	152
Combination	13	4	0	17	10	2	0	12
Hispanic	52	54	1	107	38	45	0	83
Pacific Islander	2	1	0	3	1	3	0	4
Non Reported	177	161	62	400	151	157	46	354
White	260	271	5	536	220	245	2	467
<b>Total</b>	<b>622</b>	<b>594</b>	<b>68</b>	<b>1,284</b>	<b>505</b>	<b>532</b>	<b>48</b>	<b>1,085</b>

The average age of all GAP participants was 33.0 years in AY 2015 and 33.5 years in AY 2016. Overall, minority GAP students were younger than white GAP students. On average, the youngest population of GAP students in AY 2015 was Pacific Islanders (25.0 years old), followed by those who reported a combination race/ethnicity (26.8 years old). Overall, GAP participant ages ranged from of 22.0 to 42.0 years (Table 2).

TABLE 2: AGE OF PARTICIPANTS BY RACE/ETHNICITY AND GENDER

Race/ Ethnicity	AY 2015				AY 2016			
	Female	Male	Not Reported	Total	Female	Male	Not Reported	Total
American Indian	23.0	32.6	—	29.9	33.3	48.0	—	39.2
Asian	21.7	30.9	—	28.8	35.0	41.0	—	40.3
Black	28.4	34.0	—	30.8	29.3	36.4	—	32.6
Combination	22.1	42.0	—	26.8	25.7	32.0	—	26.8
Hispanic	28.1	30.5	21.0	29.2	27.3	31.9	—	29.7
Pacific Islander	23.0	29.0	—	25.0	28.0	36.7	—	34.5
Non Reported	34.1	36.5	33.0	34.9	33.5	36.5	31.7	34.6
White	32.1	34.9	44.6	33.6	32.9	34.0	51.0	33.5
<b>Average Age</b>	<b>31.3</b>	<b>34.7</b>	<b>33.7</b>	<b>33.0</b>	<b>31.9</b>	<b>35.0</b>	<b>32.6</b>	<b>33.5</b>

## Enrollment and Completion

Table 3, on the following page, identifies enrollment and completions for GAP participants by college. The MIS data was used to analyze participant patterns. Each of the colleges offer a wide variety of training programs which have individual requirements for completion, therefore the time to completion of programs offered will vary.\* Additionally, participants may be enrolled in one reporting year while their completion records are reported in the next reporting year. To improve future reports, more emphasis on identifying completion of non-credit programs was implemented at the beginning of AY 2017, which will help create more reliable completion data for GAP.

During AY 2015, 810 GAP participants completed an approved program, which represented 63.1 percent of total participants. The highest number of these completers attended Eastern Iowa and Kirkwood Community Colleges (113 each). During AY 2016, there were 823 GAP program completions, which represented 75.9 percent of total participants. The largest number of these completions were at Des Moines Area and Hawkeye Community Colleges.

\* Note that each community college has chosen GAP programs based on in-demand occupations in their region and access to eligible programs vary from college to college. Each training program has individual requirements for completion. Therefore, the length of program completion is dependent upon the individual requirements and each college may offer programs different from another. See Appendix A for the link to the list of approved programs.

TABLE 3: PARTICIPANT ENROLLMENT AND COMPLETIONS BY COMMUNITY COLLEGE

College	FY 2015		FY 2016	
	Participants	Completed*	Participants	Completed*
Northeast Iowa	48	35	115	102
North Iowa Area	28	23	19	15
Iowa Lakes	56	55	28	28
Northwest	11	11	10	8
Iowa Central	110	41	87	0
Iowa Valley	83	67	76	58
Hawkeye	139	69	135	129
Eastern Iowa	184	113	117	79
Kirkwood	153	113	115	90
Des Moines Area	186	92	150	150
Western Iowa Tech	51	44	28	5
Iowa Western	97	65	83	65
Southwestern	36	27	32	24
Indian Hills	83	44	64	47
Southeastern	19	11	26	23
<b>Total</b>	<b>1,284</b>	<b>810</b>	<b>1,085</b>	<b>823</b>

Table 4, on the following page, shows that the most frequently selected GAP programs among participants in the AY 2015 cohort were related to nursing assistant/aide and patient care (29.8 percent), truck and bus driver/commercial vehicle operator (19.8 percent), welding (16.8 percent), machine tool technology/machinist (3.8 percent), and business/office automation/technology/data entry (3.5 percent).

The most frequently selected GAP programs among the AY 2016 cohort were also related to nursing assistant/aide and patient care (25.3 percent), welding (19.0 percent), truck and bus driver/commercial vehicle operator (18.6 percent), industrial technology (3.9 percent), and phlebotomy technician (3.6 percent).

\* Note that each community college has chosen GAP programs based on in-demand occupations in their region and access to eligible programs vary from college to college. Each training program has individual requirements for completion. Therefore, the length of program completion is dependent upon the individual requirements and each college may offer programs different from another. See Appendix A for the link to the list of approved programs

TABLE 4: NUMBER OF PARTICIPANTS ENROLLED PER PROGRAM BY YEAR

<b>Program</b>	<b>AY 2015</b>	<b>AY 2016</b>
Nursing Assistant/Aide and Patient Care Assistant/Aide	349	266
Welding Technology/Welder	197	200
Truck and Bus Driver/Commercial Vehicle Operator and Instructor	232	195
Industrial Technology/Technician	32	41
Phlebotomy Technician/Phlebotomist	22	38
Business/Office Automation/Technology/Data Entry	41	33
Business Administration and Management, General	11	26
Electrical/Electronic Equipment Installation and Repair, General	5	24
Machine Tool Technology/Machinist	44	22
Emergency Medical Technology/Technician (EMT Paramedic)	29	21
Industrial Mechanics and Maintenance Technology	10	20
Building/Property Maintenance	19	17
Industrial Electronics Technology/Technician	4	17
Administrative Assistant and Secretarial Science, General	24	14
Nurse/Nursing Assistant/Aide and Patient Care Assistant	33	14
Health Aides/Attendants/Orderlies, Other	1	12
Mental and Social Health Services and Allied Professions, Other	22	12
Pharmacy Technician/Assistant	17	12
Instrumentation Technology/Technician	6	10
Medical Insurance Specialist/Medical Biller	0	9
Cooking and Related Culinary Arts, General	0	8
Hydraulics and Fluid Power Technology/Technician	12	7
Medication Aide	9	6
Mobil Crane Operation/Operator	7	6
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	18	5
Construction/Heavy Equipment/Earthmoving Equipment Operation	0	4
Renal/Dialysis Technologist/Technician	4	4
Web Page, Digital/Multimedia and Information Resources Design	4	4
Computer Systems Networking and Telecommunications	0	3
Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist	5	0
Logistics, Materials, and Supply Chain Management	6	0
Prepress/Desktop Publishing and Digital Imaging Design	8	0
<b>Total</b>	<b>1,171</b>	<b>1,050</b>

*Participants were listed under multiple programs, therefore totals for this report will vary.*

In terms of program completions, two (2) programs accounted for over half of all GAP-approved program completions in AY 2015 and AY 2016. Nursing assistant/aide and patient care programs accounted for 31.6 percent of all programs completed in AY 2015 and 26.9 percent in AY 2016. Truck and bus driver/commercial vehicle operator programs accounted for 23.1 percent of all programs completed in AY 2015 and 23.3 percent in AY 2016 (Table 5).

TABLE 5: PROGRAM COMPLETIONS PER PROGRAM BY YEAR

<b>Program</b>	<b>AY 2015</b>	<b>AY 2016</b>
Nursing Assistant/Aide and Patient Care Assistant/Aide	283	253
Truck and Bus Driver/Commercial Vehicle Operator and Instructor	207	219
Welding Technology/Welder	101	85
Emergency Medical Technology/Technician (EMT Paramedic)	40	52
Industrial Technology/Technician	12	50
Building/Property Maintenance	15	37
Medical Insurance Specialist/Medical Biller	19	34
Industrial Mechanics and Maintenance Technology	6	24
Nurse/Nursing Assistant/Aide and Patient Care Assistant	32	21
Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist	1	18
Pharmacy Technician/Assistant	15	18
Administrative Assistant and Secretarial Science, General	16	15
Health Aides/Attendants/Orderlies, Other	0	15
Phlebotomy Technician/Phlebotomist	21	13
Logistics, Materials, and Supply Chain Management	8	11
Mental and Social Health Services and Allied Professions, Other	17	11
Business/Office Automation/Technology/Data Entry	18	9
Cooking and Related Culinary Arts, General	0	8
Boilermaking/Boilermaker	1	6
Mobil Crane Operation/Operator	8	6
Medication Aide	8	5
Business Administration and Management, General	8	4
Construction/Heavy Equipment/Earthmoving Equipment Operation	0	4
Food Service Systems Administration/Management	0	4
Web Page, Digital/Multimedia and Information Resources Design	2	4
Machine Tool Technology/Machinist	26	3
Precision Production Trades, General	0	3
Prepress/Desktop Publishing and Digital Imaging Design	4	3
Construction Trades, General	0	2
Game and Interactive Media Design	0	2
Electrical/Electronic Equipment Installation and Repair, General	0	1
Heating, Air Cond., Ventilation & Refrigeration Maintenance Technology/Technician	0	1
Avionics Maintenance Technology/Technician	22	0
Customer Service Support/Call Center/Teleservice Operation	1	0
Renal/Dialysis Technologist/Technician	4	0
<b>Total</b>	<b>895</b>	<b>941</b>

## Continued Education/Transfer

Of all participants from both cohorts (n = 2,369), 716 (30.2 percent) pursued studies in credit-bearing programs upon completion of an approved GAP program. Of these students, only 73 (10.2 percent) left the state of Iowa to continue their education. Four-fifths of the GAP students (80.0 percent) remained in-state to pursue studies in credit-bearing programs at Iowa community colleges. The remaining 9.8 percent transferred to four-year colleges or universities within Iowa (Table 6).

TABLE 6: INSTITUTIONAL SETTING AND MIGRATION FOR TRANSFER COMPLETERS

Institutional Setting	In-State	Out-of-State	Total
2-year private	0	0	0
4-year private	55	45	100
2-year public	573	27	600
4-year public	15	1	16
<b>Total</b>	<b>643</b>	<b>73</b>	<b>716</b>

Twenty-one (21) of the 573 completers who continued their education in a two-year public institutional setting (community college), pursued credit-bearing programs aligning with their approved GAP programs of study. However, credit-bearing program identification could not be ascertained for 226 of the completers in AY 2015 due to incomplete data submissions through the National Student Clearinghouse. Table 7 lists the top 10 credit-bearing programs of study that GAP completers enrolled in following their completion of GAP approved programs.

Of those who continued their education, there were 177 students (24.7 percent) who chose programs associated with the licensed practical or vocational nurse training, 19.4 percent chose programs in registered nursing, and 7.3 percent continued a credit program in welding.

TABLE 7: TOP 10 CREDIT-BEARING PROGRAM CHOSEN (AY 2015 AND AY 2016)

Institutional Setting	Count
Licensed Practical/Vocational Nurse Training	177
Registered Nurse	139
Welding Technology/Welder	52
Medical/Clinical Assistant	36
Business Administration and Management, General	36
Aircraft Pilot (Private)	24
Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist	24
Airframe Mechanics & Aircraft Maintenance Technology	24
Electrical Transmission Installers	21
Community Organization & Advocacy	20

## Pre- and Post Employment and Wages

In addition to those who continued their education/training, there was a large portion of students who entered employment. In order to distinguish those who were employed prior to their training from those who entered employment following completion of their programs, Iowa Workforce Development's Unemployment Insurance (UI) wage records were matched to the GAP participants for four quarters before they began their training and after completion.

Three (3) groups were analyzed: employed both pre-enrolled and post-completion, unemployed prior but employed after completion, and those who were unemployed before and after completion of their program of choice. Students were considered to be unemployed if they were not found in the UI wage records.

Over one-third of the participants from both AY 2015 and AY 2016 cohorts (34.3 and 34.5 percent respectively) were working in the same industry prior to enrollment as they did after completion. Similar to AY 2015, comparable proportions of participants changed industries with 34.2 percent and 33.7 percent of the AY 2016 cohort employed in a different industry following the completion of their program.

As an indication of the value of the GAP program, both groups show an increase in wages following their program completion when compared to the pre-training wages, but the largest increase is shown for those who chose to be employed in a different industry (Table 8).

TABLE 8: NUMBER OF PARTICIPANTS AND WAGES PRE- AND POST-TRAINING BY TYPE

Employment Status	Number	Avg. Quarterly Wage (1st Prior)	Avg. Quarterly Wage (1st Post)
Employed in Different Industry	605	\$3,581.80	\$4,935.76
Employed in Same Industry	613	\$5,427.77	\$5,911.51
Dislocated (previously employed, but became unemployed just prior to training)	224	\$3,421.64	\$0.00
New Hire (unemployed quarter prior to training)	338	\$0.00	\$4,053.72
Unemployed	591	\$0.00	\$0.00

*Note: Students were considered to be unemployed if they were not found in the UI wage records.*

Table 9, on the following page, illustrates the wage gain/loss for those who were employed in the same industry prior to training and following training. The largest percent increase was in the real estate and rental/leasing industry with participants completing building maintenance and industrial technician coursework.

TABLE 9: WAGES PRE- AND POST-TRAINING BY INDUSTRY, THOSE IN SAME INDUSTRY

Industry (Code)	Avg. Quarterly Wage (1st Prior)	Avg. Quarterly Wage (1st Post)	Difference	Percent Increase/Decrease
Real Estate & Rental/Leasing (53)	\$5,284.54	\$7,002.70	\$1,718.16	32.5%
Administrative Support & Waste Management/Remediation Services (56)	\$3,336.25	\$4,298.18	\$961.93	28.8%
Accommodation & Food Services (72)	\$3,054.79	\$3,504.06	\$449.27	14.7%
Wholesale Trade (42)	\$7,720.27	\$8,761.25	\$1,040.98	13.5%
Health Care & Social Assistance (62)	\$4,650.30	\$5,203.33	\$553.03	11.9%
Construction (23)	\$6,825.52	\$7,398.40	\$572.88	8.4%
Educational Services (61)	\$3,844.03	\$4,143.88	\$299.85	7.8%
Manufacturing (33)	\$9,253.51	\$9,782.23	\$528.72	5.7%
Mining, Quarrying, & Oil/Gas Extraction (21)	\$13,462.41	\$14,089.21	\$626.80	4.7%
Retail Trade (44-45)	\$3,653.65	\$3,706.98	\$53.33	1.5%
Transportation & Warehousing (48-49)	\$5,208.38	\$5,246.14	\$37.76	0.7%
Agriculture, Forestry, Fishing, & Hunting (11)	\$8,091.92	\$8,099.09	\$7.17	0.1%
Other Services (except Public Administration ) (81)	\$4,203.09	\$4,163.97	(\$39.12)	-0.9%
Arts, Entertainment, & Recreation (71)	*	*	*	*
Finance & Insurance (52)	*	*	*	*
Public Administration (92)	*	*	*	*
Utilities (22)	n/a	n/a	n/a	n/a
Information (51)	n/a	n/a	n/a	n/a
Management of Companies & Enterprises (55)	n/a	n/a	n/a	n/a
Professional, Scientific, & Technical Services (54)	n/a	n/a	n/a	n/a
<b>Overall Average</b>	<b>\$3,592.21</b>	<b>\$4,935.34</b>	<b>\$1,343.13</b>	<b>37.4%</b>

\* Insufficient/suppressed data

Overall, those who were employed prior to training, but became employed in a different industry after completion of training, increased their quarterly wages 37.4 percent, from \$3,592.21 to \$4,935.34.

Using only the majority industry as an example, Table 10 represents the change in GAP participant wages when the employees moved from one industry to another. The majority of those who were in the agricultural industry prior to entering the GAP program became employed in manufacturing following completion. Their wages increased by over 138 percent in the quarter following completion.

TABLE 10: WAGES PRE- AND POST-TRAINING BY INDUSTRY, THOSE IN DIFFERENT INDUSTRY

Previous Industry (Code)	Predominant Industry Post-Training (code)	Avg. Quarterly Wage 1st Post)	Avg. Quarterly Wage (1st Post)	Difference	Percent Increase/Decrease
Agriculture, Forestry, Fishing, & Hunting (11)	Manufacturing (33)	\$3,328.88	\$7,944.04	\$4,615.16	138.6%
Retail Trade (44-45)	Health Care & Social Assistance (62)	\$2,591.73	\$4,775.79	\$2,184.06	84.3%
Accommodation & Food Services (72)	Health Care & Social Assistance (62)	\$2,437.60	\$4,468.60	\$2,031.00	83.3%
Administrative Support & Waste Management/ Remediation Services (56)	Health Care & Social Assistance (62)	\$2,836.53	\$4,818.94	\$1,982.41	69.9%
Educational Services (61)	Health Care & Social Assistance (62)	\$2,454.07	\$3,647.62	\$1,193.55	48.6%
Construction (23)	Manufacturing (33)	\$5,648.52	\$7,778.23	\$2,129.71	37.7%
Wholesale Trade (42)	Manufacturing (33)	\$4,998.12	\$6,407.35	\$1,409.23	28.2%
Manufacturing (33)	Transportation & Warehousing (48-49)	\$5,409.11	\$6,259.39	\$850.28	15.7%
Health Care & Social Assistance (62)	Retail Trade (44-45)	\$2,253.32	\$2,524.33	\$271.01	12.0%
Transportation & Warehousing (48-49)	Administrative Support & Waste Management/ Remediation Services (56)	\$5,632.02	\$6,065.42	\$433.40	7.7%
Other Services (except Public Administration ) (81)	Health Care & Social Assistance (62)	\$5,646.10	\$4,820.54	(\$825.56)	-14.6%
Utilities (22)	*	*	*	*	*
Information (51)	*	*	*	*	*
Finance & Insurance (52)	*	*	*	*	*
Real Estate & Rental/ Leasing (53)	*	*	*	*	*
Professional, Scientific, & Technical Services (54)	*	*	*	*	*
Management of Companies & Enterprises (55)	*	*	*	*	*
Arts, Entertainment, & Recreation (71)	*	*	*	*	*
Public Administration (92)	*	*	*	*	*
Mining, Quarrying, & Oil/ Gas Extraction (21)	n/a	n/a	n/a	n/a	n/a

\* Insufficient/suppressed data

The majority of aggregate AY 2015 and AY 2016 students who changed industries following the completion of their training programs, had completed training programs in Nursing Assistant/Aide (162 students) or commercial truck driving (137 students) (Table 11).

TABLE 11: TOP INSTRUCTIONAL NON-CREDIT PROGRAMS COMPLETED BY THOSE WHO CHANGED INDUSTRIES

<b>Instructional Program</b>	<b>Number of Students</b>
Nursing Assistant/Aide	162
Commercial Truck Driving	137
Welding	64
Medical Assisting/Health Care Support	30
Industrial Technician	21
CNC Operator Technician	16
Phlebotomy Technician	16
Renewable Fuels Technician	15
Boilermaker/Building Maintenance	13
Quality Control Technician/Occupational Safety	11
Laboratory Technician	10
Administrative Assistant/Data Entry	7
Hospital & Health Care Facilities Administration/Management	7
Mechanic & Repair Technician	7
Electrical Engineering Technician	7

Another subset of GAP participants is comprised of those who were unemployed prior to entering their programs (n=929). The majority of this group completed coursework in nursing assistant/aide (83 students), followed by commercial truck driving (64) and welding (47) (Table 12).

TABLE 12: TOP INSTRUCTIONAL NON-CREDIT PROGRAMS COMPLETED BY UNEMPLOYED STUDENTS

Instructional Program	Number of Students
Nursing Assistant/Aide	83
Commercial Truck Driving	64
Welding	47
Laboratory Technician	10
Renewable Fuels Technician	8
Administrative Assistant/Data Entry	8
CNC Operator Technician	7
Occupational Safety & Health Technician	7
Phlebotomy Technician	6
Electrical Maintenance Technician	6
Boilermaker/Building Maintenance	4
Mechanic & Repair Technician	4
Laboratory Technician	10
EMT/Paramedic	4
Mechanic & Repair Technician	4

Of those who were unemployed prior to training (n=929), 36.4 percent were employed within the first quarter following completion of their programs, and an additional 12.1 percent by the second quarter. Of those who became employed within the first quarter, one-third were in the health care and social assistance industry (n=104), and an additional 55 students became employed in the administrative support and waste management/remediation services industry (Table 13).

TABLE 13: EMPLOYMENT BY INDUSTRY OF THOSE WHO WERE UNEMPLOYED PRIOR TO TRAINING

Industry (Code)	Number of Students
Health Care & Social Assistance (62)	104
Administrative Support & Waste Management/Remediation Services (56)	55
Manufacturing (33)	40
Transportation & Warehousing (48-49)	40
Retail Trade (44-45)	27
Construction (23)	20
Accommodation & Food Services (72)	17
Wholesale Trade (42)	14
Educational Services (61)	5
Other Services (except Public Administration (81)	5
Real Estate & Rental/Leasing (53)	4
Agriculture, Forestry, Fishing, & Hunting (11)	*
Finance & Insurance (52)	*
Public Administration (92)	*
Mining, Quarrying, & Oil/Gas Extraction (21)	*

\* Insufficient/suppressed data

Table 14 identifies the quarterly average wages by industry for the first quarter following program completion. Note that wages are submitted on a quarterly basis and may not contain an entire quarter depending upon when the student was hired within the quarter. The highest average post-training wage for those who were previously unemployed was in the manufacturing industry, followed by construction, and real estate and rental/leasing.

TABLE 14: WAGES BY INDUSTRY OF THOSE WHO WERE UNEMPLOYED PRIOR TO TRAINING

Industry (Code)	Avg. Quarterly Wage (1st Post)
Manufacturing (33)	\$7,070.02
Construction (23)	\$5,863.83
Real Estate & Rental/Leasing (53)	\$5,388.36
Transportation & Warehousing (48-49)	\$5,088.51
Wholesale Trade (42)	\$4,546.73
Educational Services (61)	\$4,428.78
Health Care & Social Assistance (62)	\$3,408.01
Administrative Support & Waste Management/Remediation Services (56)	\$2,962.26
Retail Trade (44-45)	\$2,605.97
Accommodation & Food Services (72)	\$2,016.96
Other Services (except Public Administration (81)	\$1,453.98

*Note: Other industries not shown due to insufficient/suppressed data*

## Conclusion

The GAP Tuition Assistance Program is critical in reaching the statewide Future Ready Iowa goal of having 70 percent of all Iowans with some postsecondary education or training beyond high school by 2025. This program serves Iowans with significant barriers to employment by helping them gain the knowledge and training needed to become employed in many of the state's in-demand occupations.

## Appendices

### Appendix A

An inclusive list of GAP approved programs by community college and the list of eligibility requirements can be accessed at <https://www.educateiowa.gov/adult-career-and-community-college/community-colleges/gap-tuition-assistance-program> or by contacting your local community college.

### Appendix B: Data Sources

1. Educational Migration, National Student Clearinghouse
2. Gap Tuition Assistance Program, Iowa Department of Education's Division of Community Colleges and Workforce Preparation
3. Iowa Unemployment Insurance (UI) Wage Records, Iowa Workforce Development
4. Management Information Systems (MIS),
5. Iowa Department of Education's Division of Community Colleges and Workforce Preparation





## **COMMUNITY COLLEGES & WORKFORCE PREPARATION**

*PROSPERITY THROUGH EDUCATION*

The Division of Community Colleges and Workforce Preparation within the Iowa Department of Education administers a variety of diverse programs that enhance Iowa's educational system and help to prepare a skilled and knowledgeable workforce. Divided between two bureaus — the Bureau of Community Colleges and the Bureau of Career and Technical Education — the division is committed to providing and supporting opportunities for lifelong learning. In addition to working with Iowa's 15 public community colleges on state accreditation, program approval, equity review, and data reporting, guidance is also provided in the areas of career and technical education, workforce training and economic development, adult education and literacy, military education, the state mandated OWI education program, the GAP Tuition and PACE programs, Senior Year Plus, the National Crosswalk Service Center, and the Statewide Intermediary Network program.