

GAP TUITION ASSISTANCE PROGRAM OUTCOMES

ACADEMIC YEARS
2016 & 2017

Released March 2019



**COMMUNITY COLLEGES &
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Introduction

The Gap Tuition Assistance Program, established as part of the Skilled Worker and Job Creation Fund (SWJCF), provides funding to community colleges in support of noncredit training programs. Eligible continuing education career and technical training programs directly aligned with in-demand occupations are eligible for Gap funding. This assistance is available to eligible students, based on financial need, to cover tuition, thereby removing barriers to education and training for thousands of Iowans.

This report provides an overview of the Gap Tuition Assistance Program, including data on enrollment, student demographics, completion, and employment outcomes of participants in Gap-supported programs during academic years 2015-2016 and 2016-2017 (i.e., AY 2016 and AY 2017). The information provided throughout this report illustrates how the Gap Tuition Assistance Program positively influences the lives of Iowans and is helping build a talent pipeline for many Iowa industries.

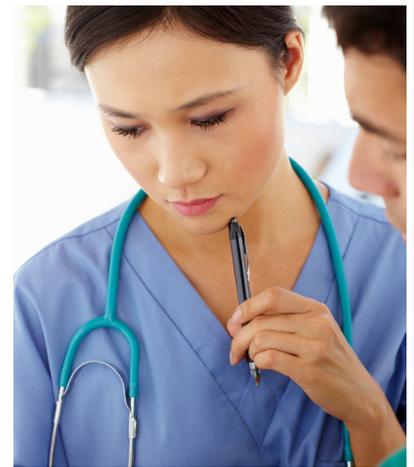
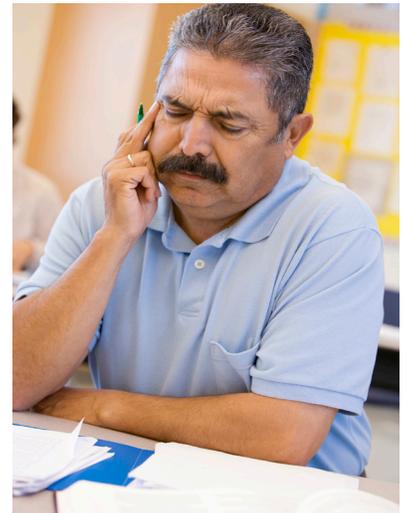




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Eligible Costs

Costs eligible for coverage under the Gap Tuition Assistance Program shall include, but are not limited to:

- tuition;
- direct training costs;
- required books and equipment;
- fees including, but not limited to, industry testing services and background checking testing services; and
- program staffing (allowable expense as of fiscal year 2014).

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 Applicants

Eligibility for tuition assistance under the Gap program is based on financial need, which is determined by an assessment of the following criteria. The applicant's:

- family income for the six 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 Gap tuition assistance. The ability to:

- 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.

Furthermore, applicants must be eligible to work in the United States to be approved for Gap tuition assistance, and they can only receive assistance in one eligible certificate program. This assistance may be for partial or total tuition assistance, depending on each applicant's need.

Individuals earning incomes at or below 250 percent of the federal poverty level, as defined by the most recently revised poverty income guidelines published by the United States Department of Health and Human Services, shall be eligible to receive assistance under the Gap Tuition Assistance Program.

Programs

Programs that meet the following criteria shall be eligible for Gap funding.

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

Each applicant for Gap tuition assistance is required to complete an initial assessment administered by the community college that receives the application to determine his or her readiness to complete an eligible certificate program. As part of this process, each applicant is required to complete a National Career Readiness Certificate (NCRC) and achieve at least a national bronze-level certificate, which is defined as a minimum level 3 for reading, mathematics, and locating information. Next, each applicant is required to meet with a community college staff member to learn about eligible and available certificate programs, the relevant industry, applicable occupational research, and any applicable training related to the certificate program of interest.

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

* A complete list of approved programs can be found on the Iowa Department of Education website; the link is provided in Appendix A.

Responsibilities

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 his or her progress in the program.
- Sign a release form to provide relevant information to community college faculty or case managers.
- Discuss any issues that may impact his or her ability to complete the certificate program, obtain employment, and maintain employment over time with staff members from the certificate program.
- Attend all required courses regularly.
- Develop a job search plan with staff members from the certificate program.

Gap Outcomes Assessment

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

Two (2) cohorts representing AY 2016 and AY 2017 were identified from data extracted out of the MIS. These annual cohorts were then sent to the National Student Clearinghouse (NSC) to identify the students who continued their education after completing their 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 (i.e. those leaving Iowa).

Those who did not continue their education were identified as a separate cohort and 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 timeframes:

- 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

* 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.

Due to the confidentiality and nature of wage records and student-level data, strict limits were put in place for minimum number of records that could be reported in aggregate to follow all applicable rules, regulations, and restrictions for each of the data sources mentioned. Additionally, data-sharing agreements with the NSC and Iowa Workforce Development (IWD) went through comprehensive legal review.

Demographics

There were a total of 1,992 Gap participants in this two-year study period: 1,085 in (AY) 2016, and 907 in AY 2017. Regarding race/ethnicity, the largest groups in AY 2016 were white (467) and black (152), representing 84.7 percent of students who reported their race/ethnicity. In AY 2017, the percentage held steady at 84.0 percent of students (Table 1). Approximately one-third of the total participants did not report their race/ethnicity in either academic year.

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

Race/Ethnicity	AY 2016				AY 2017			
	Women	Men	Not Reported	Total	Women	Men	Not Reported	Total
American Indian	3	2	0	5	2	4	0	6
Asian	1	7	0	8	11	7	0	18
Black	81	71	0	152	38	46	0	84
Combination	10	2	0	12	5	2	0	7
Hispanic	38	45	0	83	37	25	0	62
Pacific Islander	1	3	0	4	0	1	0	1
Not reported	151	157	46	354	171	129	21	321
White	220	245	2	467	233	173	2	408
Total	505	532	48	1,085	497	387	23	907

Gap participant ages ranged from 16 to 68 years. The average age of Gap participants was 33.5 years old in AY 2016 and 33.9 years old in AY 2017 (Table 2). In both cohorts, the Asian and American Indian participants, on average, tended to be the oldest student group, at 38.5 and 39.5 years of age, respectively.

TABLE 2. AVERAGE AGE OF PARTICIPANTS BY RACE/ETHNICITY AND GENDER

Race/Ethnicity	AY 2016				AY 2017			
	Women	Men	Unknown	Total	Women	Men	Unknown	Total
American Indian	33.3	48.0		39.2	33.5	42.5		39.5
Asian	35.0	41.0		40.3	38.7	38.1		38.5
Black	29.3	36.4		32.6	30.0	32.9		31.6
Combination	25.7	32.0		26.8	28.8	41.5		32.4
Hispanic	27.3	31.9		29.7	30.5	35.8		32.6
Pacific Islander	28.0	36.7		34.5	*	*	*	*
Not reported	33.5	36.5	31.7	34.6	33.1	39.0	38.7	35.8
White	32.9	34.0	51.0	33.5	32.3	33.6	29.5	32.8
Average Age	31.9	35.0	32.6	33.5	32.4	35.7	37.8	33.9

Figure 1 is a histogram of participants by age for AY 2016 and AY 2017 combined. The median age was 32.0 years old and the mean age was 33.9 years old. Fifty (50) percent of participants were between 24.0 and 41.0 years old.

FIGURE 1. PARTICIPANTS BY AGE

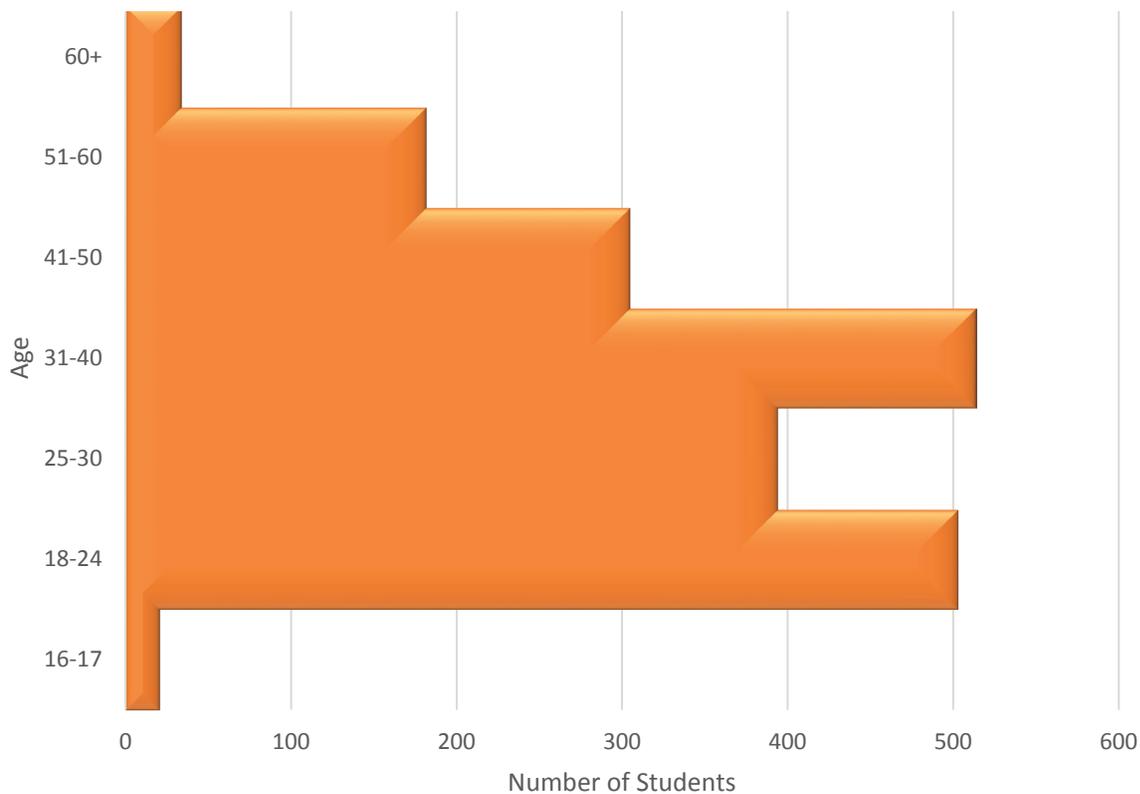
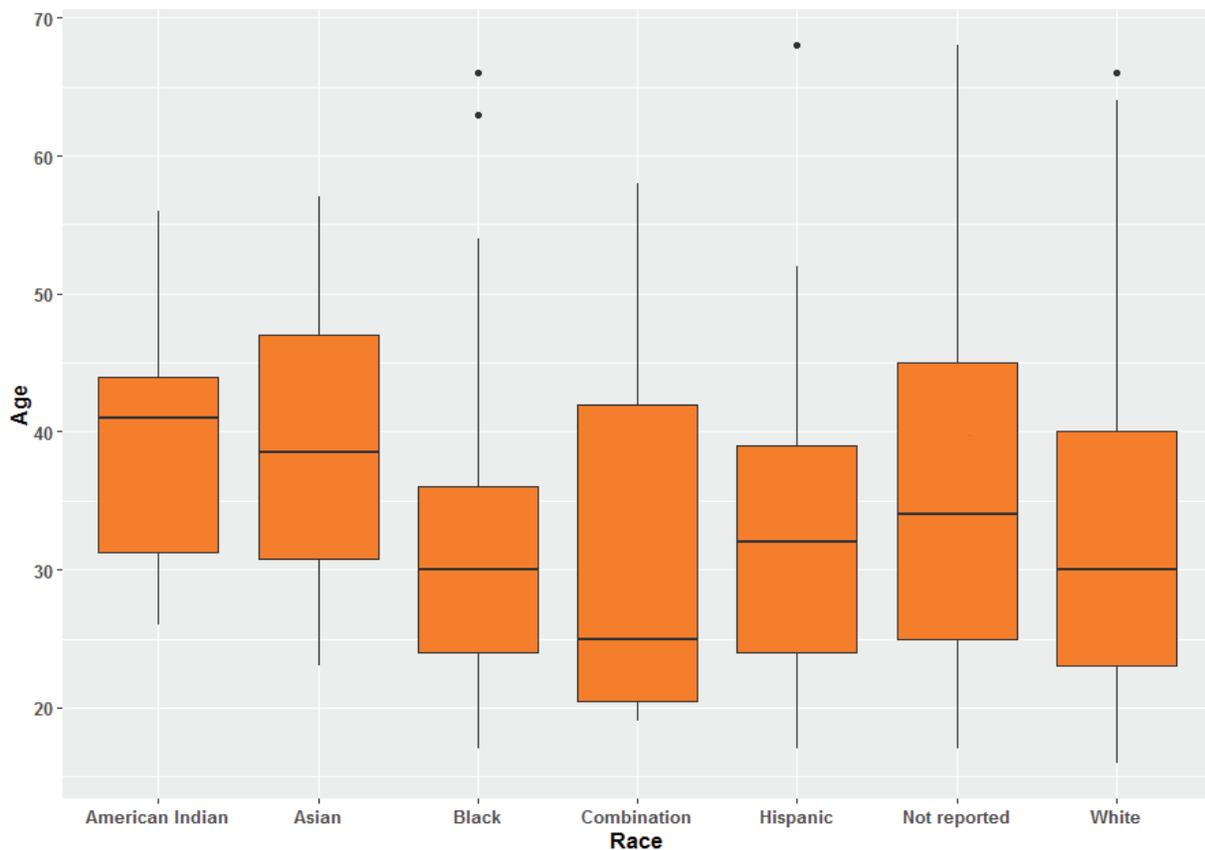


Figure 2 is a boxplot of participants by race and age for AY 2016 and AY 2017. A boxplot splits the data set into quartiles (four equal parts), each “box” represents the first quartile (Q1, 25 percent) to the third quartile (Q3, 75 percent), depicting the middle 50 percent of the population. Within each box is a horizontal line representing the median age, which ranges from a low of 25 for the “combination” demographic to 41 for the American Indian subgroup.

Two vertical lines, called whiskers, extend from the bottom and top of the box. The bottom whisker goes from Q1 down to the smallest non-outlier, and the top whisker goes from Q3 up to the largest non-outlier. Note that outliers, ages beyond two standard deviations from the median, are plotted separately as points on the chart. These points illustrate that the oldest participant was 68 years of age.

FIGURE 2. PARTICIPANTS BY AGE AND RACE/ETHNICITY



Enrollment and Completion

Table 3 identifies enrollment and completions for Gap participants by community college. The data from the Department of Education’s Management Information System (MIS) was used to analyze participant patterns. Each community college offers a wide variety of training programs which have individual requirements for completion. Therefore, the time participants take to complete these programs will vary.* Participants may be enrolled in one reporting year while their completion records are reported in the subsequent reporting year. Additionally, more emphasis on identifying completion of noncredit programs has been introduced in the MIS beginning with AY 2016-2017, which will help create more reliable completion data for Gap participants in subsequent years.

During AY 2016, 823 (75.9 percent) of Gap participants completed an approved noncredit program. The highest number of enrollees and completers were at Des Moines Area and Hawkeye community colleges. Combined, these two colleges enrolled 26.3 percent of all Gap participants and accounted for 38.8 percent of the total completers. The same is true for AY 2017 enrollment, with Des Moines Area and Hawkeye accounting for 30.9 percent of the state’s Gap enrollment. However, Iowa Western surpassed Hawkeye to take second place for completers (71) behind Des Moines Area Community College (154). During AY 2017, 680 (75.0 percent) Gap participants completed an approved program.

TABLE 3. ENROLLMENT AND COMPLETIONS BY COLLEGE

	2016		2017	
	Participants	Completed*	Participants	Completed*
Northeast Iowa	115	102	53	53
North Iowa Area	19	15	31	17
Iowa Lakes	28	28	25	23
Northwest Iowa	10	8	7	7
Iowa Central	87	0	31	22
Iowa Valley	76	58	50	41
Hawkeye	135	129	121	60
Eastern Iowa	117	79	41	29
Kirkwood	115	90	106	67
Des Moines Area	150	150	159	154
Western Iowa Tech	28	5	43	36
Iowa Western	83	65	77	71
Southwestern	32	24	33	26
Indian Hills	64	47	112	61
Southeastern	26	23	18	13
Grand Total	1,085	823	907	680

* 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 varies from college to college and program to program. See Appendix A for the link to the list of approved programs.

The most frequently selected Gap programs among the AY 2016 cohort were 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/technician (3.9 percent), and phlebotomy (3.6 percent). AY 2017 enrollment in welding decreased significantly, but it remained in the top five most popular programs, tied with phlebotomy with 40 participants each. Industrial technology was replaced by emergency medical technology (EMT paramedic) to round out the top five programs in AY 2017.

TABLE 4. PARTICIPANTS BY PROGRAM BY YEAR

Program	AY 2016	AY 2017
Nursing Assistant/Aide & Patient Care Assistant/Aide	266	262
Truck and Bus Driver/Commercial Vehicle Operator and Instructor	195	174
Emergency Medical Technology/Technician (EMT Paramedic)	21	69
Nurse/Nursing Assistant/Aide & Patient Care Assistant	14	44
Welding Technology/Welder	200	40
Phlebotomy Technician/Phlebotomist	38	40
Renal/Dialysis Technologist/Technician	4	26
Mental & Social Health Services & Allied Professions, Other	12	24
Pharmacy Technician/Assistant	12	23
Business/Office Automation/Technology/Data Entry	33	20
Medical Insurance Specialist/Medical Biller	9	15
Industrial Technology/Technician	41	14
Industrial Mechanics & Maintenance Technology	20	14
Health Aides/Attendants/Orderlies, Other	12	14
Computer Numerically Controlled (CNC) Machinist Technology/ CNC Machinist	0	14
Electrical/Electronic Equipment Installation & Repair, General	24	12
Industrial Electronics Technology/Technician	17	9
Instrumentation Technology/Technician	10	9
Hydraulics & Fluid Power Technology/Technician	7	8
Medication Aide	6	7
Mobil Crane Operation/Operator	6	7
Construction/Heavy Equipment/Earthmoving Equipment Operation	4	7
Administrative Assistant & Secretarial Science, General	14	6
Building/Property Maintenance	17	5
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/ Technician	5	5
Cooking & Related Culinary Arts, General	8	4
Prepress/Desktop Publishing & Digital Imaging Design	0	3
Computer Systems Networking & Telecommunications	3	2
Business Administration & Management, General	26	0
Machine Tool Technology/Machinist	22	0
Web Page, Digital/Multimedia and Information Resources Design	4	0
Total	1,050	877

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

The most frequently completed Gap programs in AY 2017 followed a similar pattern to enrollment, with those related to nursing assistant/aide and patient care accounting for the highest number of completers (29.9 percent) (Table 5). Truck and bus drivers (19.8 percent of completers), emergency medical technology (7.9 percent), allied health and medical assisting (5.0 percent), and welding technology (4.6 percent) rounded out the top five programs for completions in both the AY 2016 and 2017 cohorts.

TABLE 5. TOP PROGRAM COMPLETIONS PER PROGRAM BY YEAR

Program	AY 2016	AY 2017
Nursing Assistant/Aide and Patient Care Assistant/Aide	253	165
Truck and Bus Driver/Commercial Vehicle Operator and Instructor	219	149
Emergency Medical Technology/Technician (EMT Paramedic)	52	61
Allied Health and Medical Assisting Services, Other	36	43
Welding Technology/Welder	85	37
Phlebotomy Technician/Phlebotomist	13	26
Mental and Social Health Services and Allied Professions, Other	11	22
Allied Health Diagnostic, Intervention, and Treatment Professions, Other	11	21
Business/Office Automation/Technology/Data Entry	9	20
Pharmacy Technician/Assistant	18	13
Computer Numerically Controlled (CNC) Machinist Technology/Machinist	18	10
Occupational Safety and Health Technology/Technician	0	9
Medical Insurance Coding Specialist/Coder	34	9
Industrial Technology/Technician	50	7
Mobil Crane Operation/Operator	6	7
Building/Property Maintenance	37	5
Medication Aide	5	5
Administrative Assistant and Secretarial Science, General	15	5
Cooking and Related Culinary Arts, General	8	4

Continued Education/Transfer

Of all participants from both cohorts (n = 1,992), 500 (25.1 percent) pursued studies in credit-bearing programs upon completion of an approved Gap program. Only 46 students (9.2 percent) left the state of Iowa to continue their education. Over four-fifths of the students (81.4 percent) who continued their education did so in credit-bearing programs at an Iowa community college. The remaining 9.4 percent transferred to an in-state four-year college or university (Table 6).

TABLE 6. INSTITUTIONAL SETTINGS & MIGRATION FOR TRANSFER COMPLETERS

Institutional Setting	In-state	Out-of-state	Total
2-year private	0	0	0
4-year private	38	19	57
2-year public	407	25	432
4-year public	9	2	11
Total	454	46	500

Of the 500 participants who continued their education following completion of a Gap-approved program in AY 2016 and AY 2017, 227 student records did not contain a credit transfer program code in the NSC records, 93 students enrolled in liberal arts and science programs, and the remaining 180 students (36.0 percent) pursued credit-bearing programs that aligned with their approved Gap programs of study. Table 7 lists the top 10 credit-bearing programs of study that Gap completers enrolled in following completion of a Gap-approved program.

TABLE 7. TOP 10 CREDIT-BEARING PROGRAMS

Credit -Bearing Program	Count	Percent
Health Professions & Related	87	31.9%
Business Management, Marketing & Related	19	7.0%
Precision Production Trades	16	5.9%
Human Services	9	3.3%
Mechanics & Repairers	7	2.6%
Engineering Technologies & Related	6	2.2%
Homeland Security/Law Enforcement/Firefighting	6	2.2%
Transportation & Material Moving	4	1.5%
Agriculture	3	1.1%
Education	3	1.1%

Employment and Wages (Pre- and Post-Program Completion)

In addition to those who continued their education, there was a large portion of participants who entered employment. In order to identify those employed before their training and those who entered employment after program completion, the Iowa Unemployment Insurance (UI) wage records were matched to the Gap participants for four quarters before they began their Gap training and after completion.

Three 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.

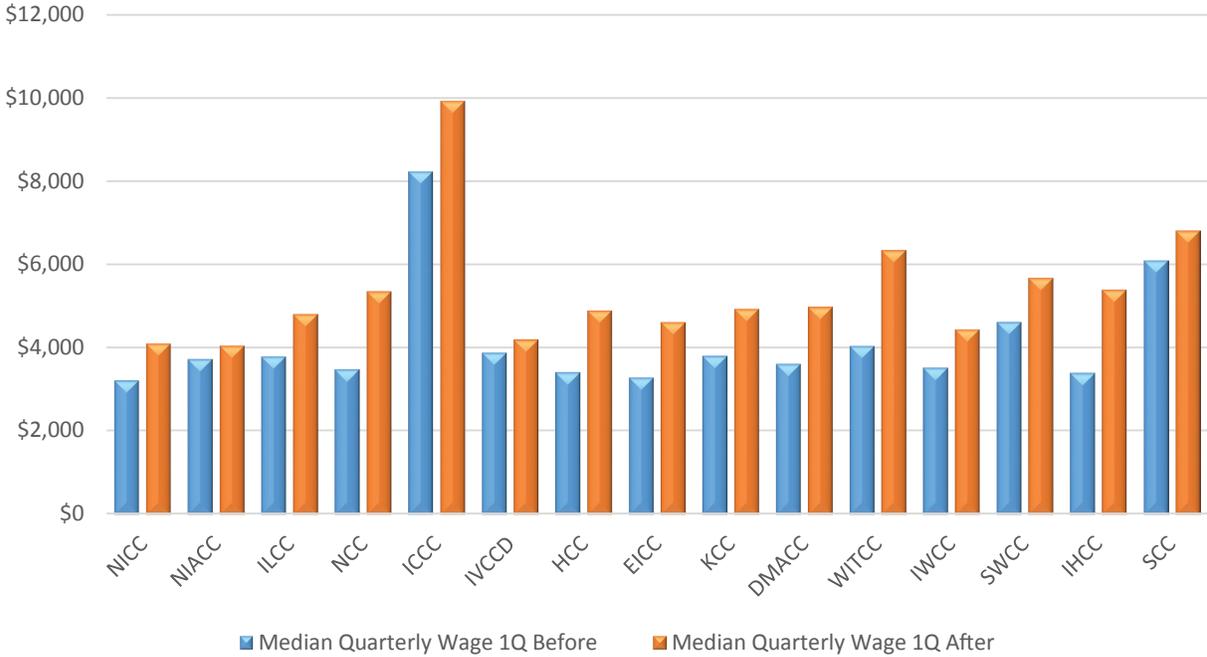
Over one-fourth of the participants from both the AY 2016 and AY 2017 cohorts (28.6 and 29.0 percent, respectively) were working in the same industry pre-enrollment as they did post-completion. Comparable proportions of participants were working in different industries following the completion of their programs (28.8 percent of the AY 2016 cohort and 28.5 percent of the AY 2017 cohort). As an indication of the value of the Gap program, both groups experienced an increase in wages following their program completion to the highest wages are shown for those who chose to be employed in a different industry (see Table 8).

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

Employment Status	Number	Average Quarterly Wage (1st Prior)	Average Quarterly Wage (1st Post)
Employed in Different Industry	571	\$4,723.99	\$5,451.14
Employed in Same Industry	574	\$3,214.68	\$5,016.82
Dislocated (became unemployed prior to training)	210	\$2,694.31	\$0.00
New Hire (unemployed quarter prior to training)	306	\$0.00	\$3,818.05
Not Employed	332	\$0.00	\$0.00

Figure 3 shows a side-by-side comparison of the median wages earned by Gap participants prior to enrollment and post-completion, by community college. It is worthwhile to point out that program participants at Western Iowa Tech Community College experienced the most significant gain in wages.

FIGURE 3. WAGES BEFORE AND AFTER TRAINING, BY COLLEGE



The majority of students at Western Iowa Tech Community College completed programs in commercial driver’s license training, nursing assistant/aide, and allied health and medical assisting services. Additionally, Iowa Central Community College students realized the highest wages across the state, both pre-enrollment, and post-completion. Most of these students completed programs in welding, commercial driver’s license training, and nursing assistant/aide.

Figure 4 displays a comparison of the pre-enrollment and post-completion median wages of Gap programs, by gender. It is important to note that while all gender groups experienced a wage gain after Gap program completion, there was a wage disparity. Further analysis indicated that the gender balance in higher-paying industries contributed to this disparity.

In Iowa, males make up the majority of workers within the manufacturing and transportation industries, which pay higher wages, whereas females make up the majority of workers in health care and accommodation/food service industries, which pay lower wages. This is the primary reason for wage disparity when analyzing wages by gender without accounting for the industries in which they are employed.

FIGURE 4. MEDIAN WAGES BY GENDER

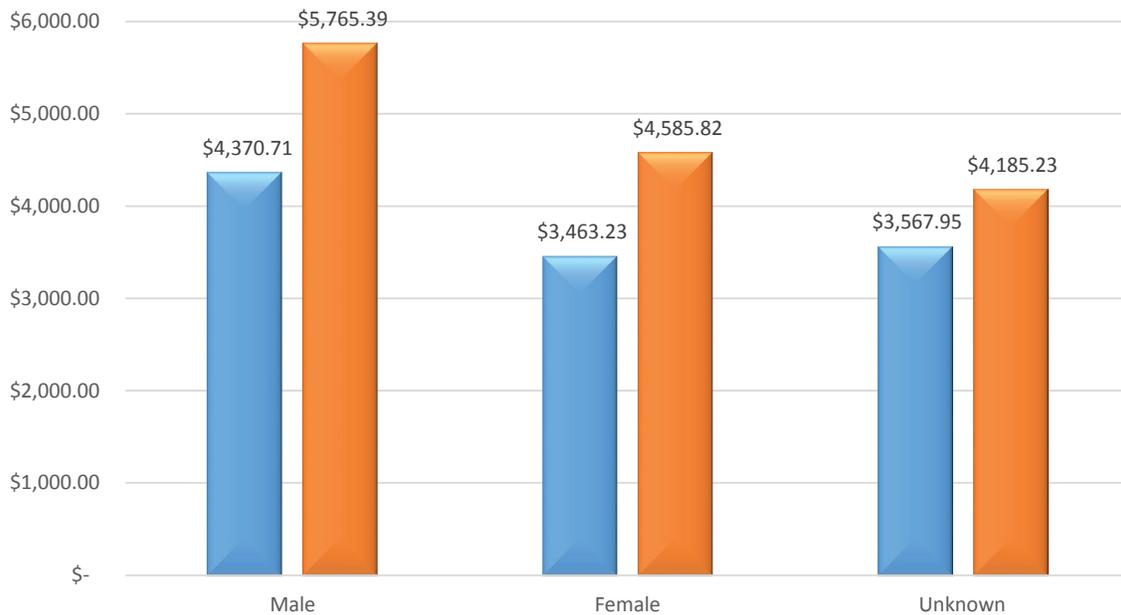


Table 8, on the following page, illustrates the post-completion wage gain/loss for participants who were employed in the same industry prior to enrolling in a Gap-approved program. The largest percentage increase was in the transportation and warehousing industry with participants completing their commercial driver’s license (CDL) coursework. Those who became employed in the professional, scientific, and technical services industry experienced an aggregate increase of 26.1 percent in wages. This industry includes occupations such as bookkeeping, legal services, computer systems design, and engineering services.

TABLE 8. WAGES PRE- AND POST-TRAINING BY INDUSTRY, THOSE IN SAME INDUSTRY

Industry (code)	Average Quarterly Wage (1st Prior)	Average Quarterly Wage (1st Post)	Difference	Percent Increase/Decrease
Transportation & Warehousing (48-49)	\$5,204.59	\$7,053.51	\$1,848.92	35.5%
Professional, Scientific, & Technical Services (54)	\$4,709.86	\$5,939.89	\$1,230.03	26.1%
Real Estate & Rental/Leasing (53)	\$4,631.52	\$5,607.13	\$975.61	21.1%
Health Care & Social Assistance (62)	\$4,769.93	\$5,422.70	\$652.77	13.7%
Administrative Support & Waste Management/Remediation Services (56)	\$3,303.56	\$3,687.39	\$383.83	11.6%
Educational Services (61)	\$3,675.21	\$4,101.97	\$426.76	11.6%
Construction (23)	\$5,613.86	\$6,140.65	\$526.79	9.4%
Accommodation & Food Services (72)	\$3,177.62	\$3,407.81	\$230.19	7.2%
Overall Average	\$5,459.56	\$5,848.22	\$388.66	7.1%
Wholesale Trade (42)	\$12,025.25	\$12,859.17	\$833.92	6.9%
Retail Trade (44-45)	\$4,353.79	\$4,536.07	\$182.28	4.2%
Manufacturing (33)	\$8,957.48	\$8,988.90	\$31.42	0.4%
Other Services (except Public Administration) (81)	\$3,549.47	\$3,504.65	\$ (44.82)	-1.3%
Agriculture, Forestry, Fishing, & Hunting (11)	\$5,904.35	\$5,803.48	\$ (100.87)	-1.7%
Finance & Insurance (52)	\$7,988.65	\$7,640.27	\$ (348.38)	-4.4%
Mining, Quarrying, & Oil/Gas Extraction (21)	*	*	*	*
Utilities (22)	*	*	*	*
Information (51)	*	*	*	*
Management of Companies & Enterprises (55)	*	*	*	*
Arts, Entertainment, & Recreation (71)	*	*	*	*
Public Administration (92)	*	*	*	*
Overall Wage Gain	\$5,435.02	\$5,823.87	\$388.85	7.2%

* Insufficient/suppressed data

Overall, participants who were employed in one industry prior to enrolling in a Gap program, and who became employed in a different industry after completion, increased their quarterly wage from \$3,837.17 to \$5,289.53 (37.8 percent), as illustrated in Table 9. There were multiple cases in which Gap participants realized higher percent increases after changing their industry of employment, such as those moving from accommodation and food services to health care. While their post-completion wages were not as high as others, such as those in the transportation and warehouse industry, they still experienced a 91.6 percent increase in wages.

Using only the majority industry as an example, Table 9 represents the change in wages when Gap participants moved from one industry to another. The majority of those who were in the agricultural industry before entering the Gap program became employed in transportation following program completion. Their wages increased by over 108 percent in the quarter following completion.

TABLE 9. WAGES PRE- AND POST-TRAINING BY INDUSTRY, THOSE IN DIFFERENT INDUSTRY

Pre-Enrollment Industry (Code)	Predominant Industry Post-Training (Code)	"Avg. Quarterly Wage (1st Prior)"	"Avg. Quarterly Wage (1st Post)"	Difference	Percent Increase/Decrease
Agriculture, Forestry, Fishing, & Hunting (11)	Transportation & Warehouse (48-49)	\$5,931.78	\$12,310.73	\$6,378.95	107.5%
Retail Trade (44-45)	Health Care & Social Assistance (62)	\$2,792.91	\$5,445.90	\$2,652.99	95.0%
Educational Services (61)	Health Care & Social Assistance (62)	\$1,906.77	\$4,491.56	\$2,584.79	135.6%
Accommodation & Food Services (72)	Health Care & Social Assistance (62)	\$2,439.24	\$4,672.73	\$2,233.49	91.6%
Information (51)	Health Care & Social Assistance (62)	\$2,829.38	\$4,967.93	\$2,138.55	75.6%
Public Administration (92)	Manufacturing (33)	\$3,017.33	\$4,830.08	\$1,812.75	60.1%
Administrative Support & Waste Management/ Remediation Services (56)	Health Care & Social Assistance (62)	\$3,147.26	\$4,934.95	\$1,787.69	56.8%
Transportation & Warehousing (48-49)	Health Care & Social Assistance (62)	\$3,202.70	\$4,618.46	\$1,415.76	44.2%
Wholesale Trade (42)	Manufacturing (33)	\$5,918.11	\$7,093.86	\$1,175.75	19.9%
Manufacturing (33)	Transportation & Warehousing (48-49)	\$5,048.25	\$6,214.12	\$1,165.87	23.1%
Other Services (except Public Administration) (81)	Health Care & Social Assistance (62)	\$4,342.94	\$4,756.88	\$413.94	9.5%
Professional, Scientific, & Technical Services (54)	Health Care & Social Assistance (62)	\$4,156.49	\$4,457.39	\$300.90	7.2%
Health Care & Social Assistance (62)	Admin Support/Waste Mgt/ Remediation Services (56)	\$4,000.80	\$2,228.91	\$(1,771.89)	-44.3%
Construction (23)	Admin Support/Waste Mgt/ Remediation Services (56)	\$6,639.34	\$2,383.62	\$(4,255.72)	-64.1%
Mining, Quarrying, & Oil/ Gas Extraction (21)	*	*	*	*	*
Utilities (22)	*	*	*	*	*
Finance & Insurance (52)	*	*	*	*	*
Real Estate & Rental/Leasing (53)	*	*	*	*	*
Management of Companies & Enterprises (55)	*	*	*	*	*
Arts, Entertainment, & Recreation (71)	*	*	*	*	*
Overall Wage Gain		\$3,837.17	\$5,289.53	\$1,452.36	

* Insufficient/suppressed data

The majority of AY 2017 students who changed industries following the completion of their Gap program completed training in nursing assistant/aide (165 students) or commercial truck driving (140 students) (Table 10).

TABLE 10. TOP INSTRUCTIONAL NONCREDIT PROGRAMS COMPLETED BY THOSE WHO CHANGED INDUSTRY

Instructional Program	Number of Students
Nursing Assistant/Aide	165
Commercial Truck Driving	140
Welding	44
Medical Assisting/Health Care Support	24
Phlebotomy Technician	21
Electrical Maintenance Technology	21
Boilermaker/Building Maintenance	14
Laboratory Technician	11
Industrial Mechanics & Maintenance Technology	11
Business/Office Automation/Data Entry	8
Occupational Safety & Health Technology	8

The final subset of Gap participants studied was comprised of those who were unemployed before and/or after entering their Gap program (N=638). The majority of this group completed coursework in commercial truck driving (73 students), nursing assistant/aide (63 students), or welding (20) (see Table 11).

TABLE 11. TOP INSTRUCTIONAL NONCREDIT PROGRAMS COMPLETED BY THOSE WHO WERE UNEMPLOYED

Instructional Program	Number of Students
Commercial Truck Driving	73
Nursing Assistant/Aide	68
Welding	20
Allied Health & Medical Assisting Services, Other	16
Phlebotomy Technician	13
Electrical Maintenance Technology	12
Occupational Safety & Health Technician	9
Business/Office Technology/Data Entry	7
Industrial Mechanics & Maintenance Technology	6
Laboratory Technology	6

Of those who were unemployed prior to enrolling in a Gap program, 306 were employed within the first quarter following program completion, and an additional 116 by the second quarter. Of those who became employed within the first quarter following completion, 92 students were employed in the health care and social assistance industry, and an additional 52 students were employed in the transportation and warehousing industry (see Table 12).

TABLE 12. THOSE WHO WERE UNEMPLOYED PRIOR TO TRAINING EMPLOYED AFTER TRAINING

Industry (Code)	Number of Students
Health Care & Social Assistance (62)	92
Transportation & Warehousing (48-49)	52
Administrative Support & Waste Management/Remediation Services (56)	49
Manufacturing (33)	31
Retail Trade (44-45)	23
Construction (23)	15
Accommodation & Food Services (72)	15
Wholesale Trade (42)	12
Real Estate & Rental/Leasing (53)	4
Agriculture, Forestry, Fishing, & Hunting (11)	3
Educational Services (61)	3
Arts, Entertainment, & Recreation (71)	*
Mining, Quarrying, & Oil/Gas Extraction (21)	*
Utilities (22)	*
Information (51)	*
Finance & Insurance (52)	*
Professional, Scientific, & Technical Services (54)	*
Management of Companies & Enterprises (55)	*
Other Services (except Public Administration) (81)	*
Public Administration (92)	*

* Insufficient/suppressed data



Table 13 represents the average quarterly wages for students who were unemployed prior to enrolling in a Gap-approved program. Those who became employed in the manufacturing; educational services; wholesale trade; transportation and warehousing; construction; or agriculture, forestry, fishing, and hunting industries, earned average quarterly wages greater than \$5,000 after completing their Gap programs.

TABLE 13. WAGES BY INDUSTRY OF THOSE WHO WERE UNEMPLOYED PRIOR TO TRAINING

Industry (Code)	Average Quarterly Wage (1st Post)
Manufacturing (33)	\$ 7,157.63
Educational Services (61)	\$ 6,673.44
Wholesale Trade (42)	\$ 6,255.86
Transportation & Warehousing (48-49)	\$ 5,934.98
Construction (23)	\$ 5,820.45
Agriculture, Forestry, Fishing, & Hunting (11)	\$ 5,109.27
Real Estate & Rental/Leasing (53)	\$ 4,013.51
Administrative Support & Waste Management/Remediation Services (56)	\$ 4,013.51
Health Care & Social Assistance (62)	\$ 3,850.26
Retail Trade (44-45)	\$ 2,781.52
Accommodation & Food Services (72)	\$ 1,872.27

Other industries not shown due to insufficient/suppressed data.

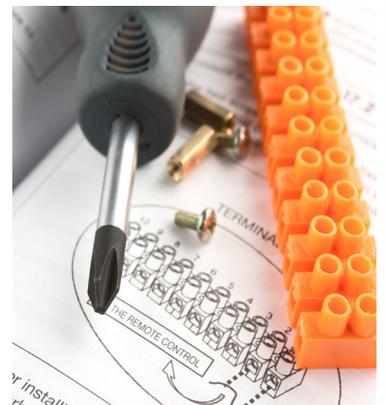
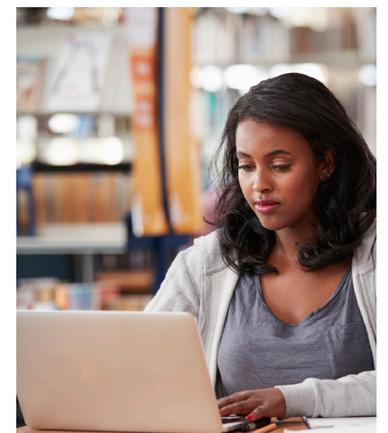
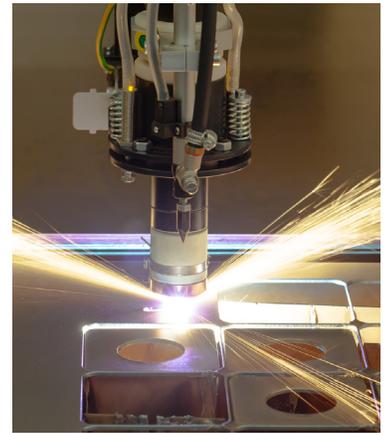


Conclusion

The Skilled Worker and Job Creation Fund (SWJCF) was established in 2012, which invests funds annually to enhance the state's talent pipeline. The Gap Tuition Assistance Program is a portion of the portfolio of programs contained in the SWJCF. This report provides demographic, enrollment, completion, and employment outcome data regarding one of the six SWJCF-funded programs known as the Gap Tuition Assistance Program. The SWJCF programs facilitate progress toward the Future Ready Iowa goal for 70 percent of Iowans to have education or training beyond high school by 2025.

Each year, the Gap Tuition Assistance Program helps thousands of Iowans overcome barriers to education or training by providing tuition assistance and career guidance to eligible applicants, based on their financial need. Gap participants receive noncredit training in high-demand occupations at Iowa's 15 community colleges so they can secure employment and earn livable wages. This report demonstrates some participants more than doubled their wages in the first quarter following the completion of their Gap program of study. Many other Gap participants continued their education after completing their program, with most of them remaining in Iowa.

Regardless of whether a Gap participant pursues employment or additional education and training after completing his or her program, the personal and societal benefits have a positive outcome. These Gap completers enhanced their employability and earning potential, and thus contribute to the overall growth of Iowa's economy.



Appendices

Appendix A: Gap-Approved Programs by Community College

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 any Iowa community college.

Appendix B: Data Sources

1. Education 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 System (MIS), Iowa Department of Education's Division of Community Colleges and Workforce Preparation

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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.