

Community College Education

in Iowa

Iowa Department of Education

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The Annual Condition of Education Report

Community Colleges

The community colleges are an integral component in the educational and economic infrastructure of Iowa. More than one-half of Iowans have their initial enrollment in postsecondary education at the community college. High school graduates seeking entry into the workforce rely upon the community colleges to assist them in acquiring the knowledge and skills to qualify them for entry and for retention in the workforce. Increasing numbers of Iowans who are in the workforce rely upon the offerings of the community colleges as an avenue to new careers, professional advancement, personal fulfillment, continuing education, and lifelong learning.

Community colleges have lived up to their name as the “community’s college,” and have become partners with other components in the private and public sectors in fostering both economic and community development. The importance of community colleges in the development of our nation’s workforce and ultimately to our national economic security has been emphasized numerous times by President Bill Clinton.

Iowa’s community colleges are accessible to virtually every resident of the state. The community colleges have developed numerous partnerships and are noted for their collaborative efforts. These colleges provide expertise to employers about new knowledge and technologies, and provide customized training for specific businesses and industries; they have become a major economic force that assists in recruiting and keeping jobs and workers in Iowa.

During the past 30 years, Iowa’s community colleges have responded to the challenges and opportunities of the state’s changing demographics and population, the global economy, and the adoption of new technologies and knowledge that require greater skills and adaptability of the work force. These comprehensive community colleges have held true to the founding principles of the community college system: accessibility, affordability, adaptability, responsiveness, quality, and community.

It is the mission of Iowa’s community colleges to offer quality programs, courses, and services to meet the different community interests, student abilities, and personal objectives of citizens of all ages and levels of education for the purpose of improving the quality of life, the economic conditions, and the public welfare of our state.

Iowa’s community colleges strive to achieve their mission through a system of 15 colleges and 30 campuses, all committed to access, quality, and responsiveness.

Access

Every Iowa resident is within an hour’s drive of a community college campus. The opportunity to utilize the educational offerings of Iowa’s community colleges is assured to nearly everyone who applies. This access has been enhanced through the community colleges’ involvement in the Iowa Communications Network (ICN).

Community colleges in Iowa, authorized under Chapter 260C, Iowa Code, constitute a statewide system of public two-year postsecondary educational institutions. Each of the 15 comprehensive community colleges serves a multi-county merged area, and all counties in the state are included in one of these merged areas.

Quality

Each of the 15 community colleges offers a comprehensive program of arts and sciences or college transfer courses, vocational-technical programs, training and retraining programs for the workforce of Iowa's businesses and industries, and an expanding variety of adult education and non-credit courses for residents of each community college district. The community colleges are committed to the continuous pursuit of quality and excellence in education.

Responsiveness

Community colleges across the state are involved in articulation agreements and numerous other collaborative efforts with high schools and four-year institutions. Iowa students benefit from these partnerships through early college credit during high school and "two plus two" programs beginning at a community college and concluding with a four-year degree. The community colleges are the most responsive component of Iowa's postsecondary educational system. They are increasingly involved in community and statewide initiatives in economic and community development, development of linkages between the private and public sectors for the provision of lifelong learning opportunities, workforce development programs, and welfare-to-work initiatives.

The statement of policy describing the educational opportunities and service to be provided by community colleges is included in Section 260C.1 of the Iowa Code. This statement of policy identifies the following as services that should be included in a community college's mission.

- The first two years of college work, including pre-professional education.
- Vocational and technical training.
- Programs for in-service training and retraining of workers.
- Programs for high school completion for students of post-high school age.
- Programs for all students of high school age who may best serve themselves by enrolling in vocational and technical training while also enrolled in a local high school.
- Student personnel services.
- Community services.
- Vocational education for persons who have academic, socioeconomic, or other handicaps that prevent succeeding in regular vocational education programs.
- Training, retraining, and all necessary preparation for productive employment of all citizens.
- Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.
- Developmental education for persons who are academically or personally underprepared to succeed in their program of study.

History of Iowa's Community Colleges

The 61st General Assembly in 1965 enacted legislation that permitted the development of a statewide system of two-year postsecondary educational institutions, identified as "merged area schools." The Department of Education was to direct the

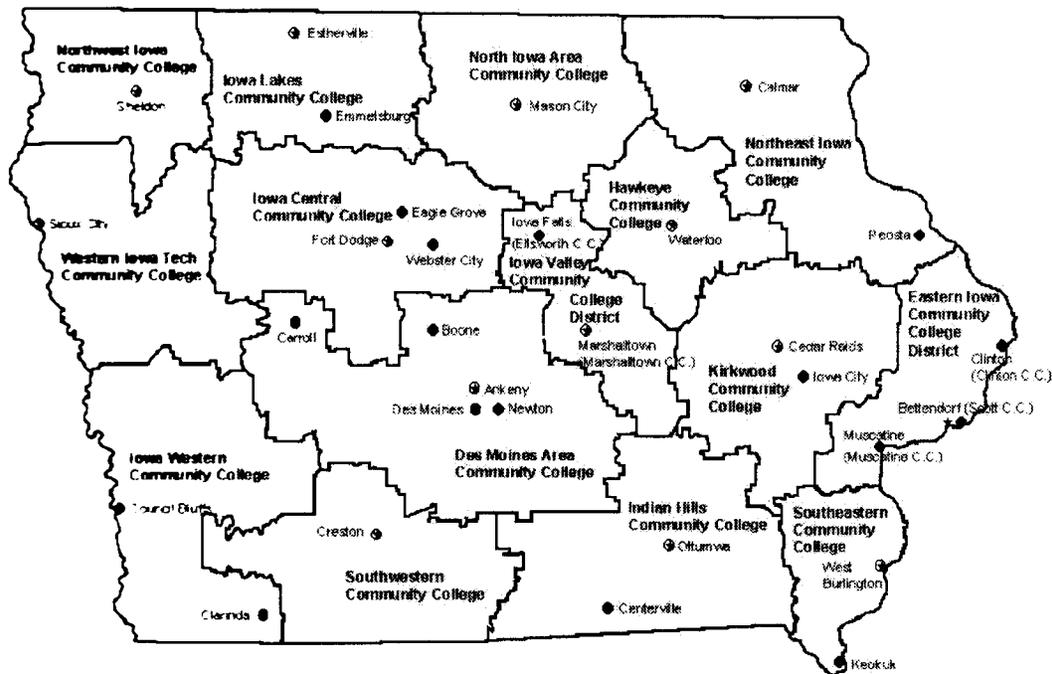
operation of the development of merged area schools as either community colleges or area vocational schools (Chapter 280 A of the Code of Iowa).

The legislation approved in 1965 was enthusiastically received. The Department of Education received the first plan for a community college on July 5, 1965, one day after the legislation was effective. Plans for the other community colleges followed in quick succession. Fourteen (14) community colleges were approved and organized in 1966, and a 15th in January 1967. Fourteen (14) of these community colleges began operation during the 1966-67 school year.

At the present time, 10 of Iowa's community colleges are operated as multi-campus institutions. The 30 major campuses are shown on the following map.

Figure 42

**COMMUNITY COLLEGE DISTRICTS WITH
MAJOR CAMPUSES**



S 4 3 IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

Table 89

**IOWA COMMUNITY COLLEGE DISTRICTS WITH MAJOR CAMPUSES
AND 1997 FALL TERM CREDIT ENROLLMENT**

Community College	Major Sites	Fall Term 1997 Enrollment*
Des Moines Area Community College	Ankeny, Boone, Carroll, Des Moines, Newton	10,720 10,720
Eastern Iowa Community College District	Bettendorf, Clinton, Muscatine	6,088 6,272
Hawkeye Community College	Waterloo	3,944 4,341
Indian Hills Community College	Centerville, Ottumwa	3,495 3,294
Iowa Central Community College	Eagle Grove, Fort Dodge, Webster City	3,002 3,813
Iowa Lakes Community College	Emmetsburg, Estherville	2,315 2,654
Iowa Valley Community College District	Iowa Falls, Marshalltown	2,045 1,965
Iowa Western Community College	Clarinda, Council Bluffs	3,905 4,461
Kirkwood Community College	Cedar Rapids	11,066 11,223
North Iowa Area Community College	Mason City	2,807 3,227
Northeast Iowa Community College	Calmar, Peosta	2,987 3,186
Northwest Iowa Community College	Sheldon	826 903
Southeastern Community College	Keokuk, West Burlington	2,590 2,530
Southwestern Community College	Creston	1,147 1,100
Western Iowa Tech Community College	Sioux City	3,539 4,174
State Total		60,473 63,209

SOURCE: IOWA DEPARTMENT OF EDUCATION, FALL TERM ENROLLMENTS, 1997.
NOTE: *ENROLLMENTS DO NOT INCLUDE HIGH SCHOOL COOPERATIVE STUDENTS.

Community colleges operate courses and programs at many other sites throughout their merged areas. Credit programs are offered at a total of 73 different sites throughout the state. All community colleges have expanded access to lifelong learning through the Iowa Communications Network (ICN).

All colleges have a variety of educational service contracts with other public and private educational institutions, including many agreements to provide instructional programs to clients from human service agencies. Each of the community colleges cooperates with local school districts within its merged area to identify and to offer needed academic and vocational programs for students from the local districts.

Major Initiatives for Fiscal Year 1998

The Division of Community Colleges and Workforce Preparation has worked with the community colleges on the following two major initiatives during the past fiscal year.

Community College Funding

The community college presidents and Department of Education personnel worked throughout the year to develop a formula for distribution of state general aid funds appropriated by the legislature. This formula for distribution primarily involves an appropriations base, an inflation factor, and the college's proportional share of the total community college full-time equivalent enrollment (FTE) for the prior fiscal

year. A required component of the distribution process is the annual completion of a student enrollment audit, the requirements for which were distributed to the community college presidents in August 1998. Audits will commence with fiscal year 1998.

Management Information System

Development of a Management Information System (MIS) has been an ongoing project for several years. The purpose of the MIS is to make current, accurate data available on a timely basis. By the end of the fiscal year, data elements for all components of the MIS had been defined for the five major components of the MIS as follows:

1. Credit Student Characteristics
2. Non-Credit, Student Characteristics
3. Finance
4. Human Resources
5. Programs

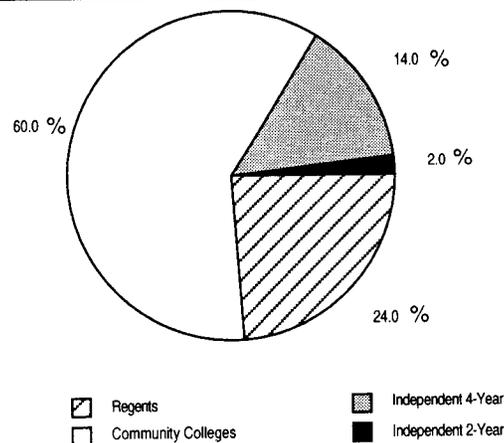
A data dictionary was developed and distributed to community college presidents and other community college personnel. Fiscal and program information components are in place. Credit Student Characteristics was pilot tested in fiscal year 1998. Non-Credit Student Characteristics and Human Resources components will be pilot tested during fiscal year 1999. A process for the identification and inclusion of new data elements to the MIS system has been developed. This process was presented to the community college presidents in August 1998.

The Community College Student

51.9 percent of the new freshmen in all Iowa colleges and universities in the fall of 1997 were enrolled at public community colleges. Figure 43 shows that 60 percent of new freshmen who are Iowa residents attend a community college.

Figure 43

TYPES OF IOWA INSTITUTIONS ATTENDED BY NEW FRESHMEN WHO ARE IOWA RESIDENTS



SOURCE: FALL 1997 IOWA COLLEGE AND UNIVERSITY ENROLLMENTS, UNIVERSITY OF IOWA.

Ninety-four percent (94%) of community college students enrolled in the fall of 1997 were Iowa residents, compared to 75 percent at the regents' universities (Fall 1997, Iowa College and University Enrollments). In addition, 84 percent of all known community college alumni have continued their residency in the state (Iowa College Student Aid Commission). These facts illustrate the critical role that community colleges play in the development of Iowa's workforce and the enhancement of Iowa's population, issues vital to Iowa's continued economic viability and growth.

Enrollments in community college credit programs have grown steadily throughout their history; and today, total unduplicated head count is more than 60,000, making community colleges the largest provider of undergraduate-level education in the state. As Table 90 indicates, total enrollments in Iowa's community colleges surpassed the total undergraduates enrolled in Iowa's regents' universities in 1991, and have continued to exceed the annual undergraduate enrollment of Iowa's independent two- and four-year colleges.

Table 90

UNDERGRADUATES ENROLLED AT IOWA'S COLLEGES AND UNIVERSITIES 1986-1995 — FALL TERM										
Institute	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Regents	53,917	52,413	52,270	51,989	51,627	51,450	50,917	50,019	49,375	49,958
Independent 4-Yr.	33,785	34,806	35,829	38,332	39,096	39,224	39,768	40,277	40,574	42,029
Comm. Colleges	41,023	42,959	44,938	47,374	49,726	52,259	55,589	56,088	56,226	56,464
Independent 2-Yr.	3,785	3,836	4,196	4,166	4,472	4,488	4,507	4,326	4,276	3,712

SOURCE: INFORMATION DIGEST OF POSTSECONDARY EDUCATION IN IOWA, 1995 EDITION, IOWA COLLEGE STUDENT AID COMMISSION.

Students enroll in four types of credit programs in the community college system:

- Arts and science programs that are designed as college parallel programs and transfer to four-year colleges and universities.
- Vocational-technical programs that prepare graduates for direct entry into selected careers.
- Career option programs that are designed to meet the objectives of both arts and science and vocational-technical programs in that they prepare the graduate for direct entry into work and articulated to specific four-year colleges and universities.
- High school cooperative programs that are jointly administered programs between the community college and local school district and enroll high school students.

In the fall of 1997, approximately 56 percent of the community college students were enrolled in arts and science programs, 32 percent in vocational-technical, eight percent in career-option, and four percent in secondary programs.

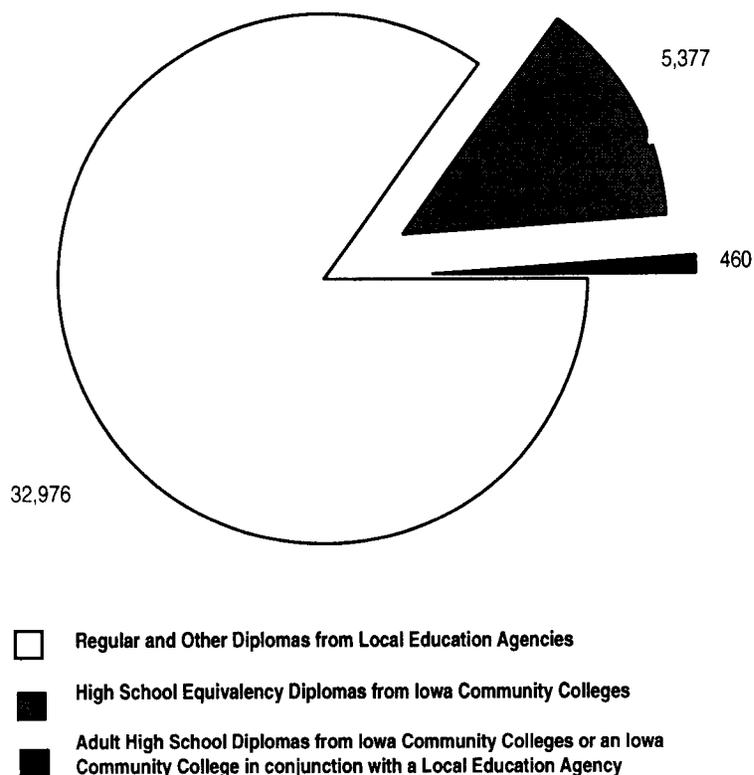
The average student enrolled in credit programs (excluding adult and continuing education) in the fall of 1997 was 26 years old.

In the fall of 1997, 7.02 percent of the community college enrollments were minority students compared to the 1990 census indicating 4.03 percent of the total Iowa population as minority.

Iowa's community colleges serve thousands of Iowans in adult basic education and high school completion programs; 46,210 Iowans were served in these programs in fiscal year 1997 alone. In that year, community colleges issued, either themselves or in conjunction with a local school district, approximately one of seven high school diplomas granted in Iowa.

Figure 44

**HIGH SCHOOL DIPLOMAS ISSUED BY PUBLIC SCHOOLS
1996-97 SCHOOL YEAR (FISCAL 1997)**



SOURCE: GED STATISTICAL REPORTS FOR CALENDAR YEAR 1997, IOWA DEPARTMENT OF EDUCATION.

In 1997, 8,566 candidates were tested in Iowa for the General Equivalency Diploma (GED) through the community colleges. 91.4 percent (7,829) passed by Iowa state standards on the initial test or on the retest. This pass rate was third in the nation, surpassed only by Nebraska and Maine. Iowa's goal is to reach 96 percent. This high pass rate is an excellent testimony to the effectiveness of Iowa's Adult Basic Education/GED instructional and GED testing delivery system through the community colleges. Due to the success of the program, the number of GED awards granted has been slowly decreasing over the past few years. The long-range objective is to continually decrease this number through making Adult Basic Education/GED instruction so available that all interested adults will have obtained their certificates.

Community colleges, as educational institutions with open-door policies, have been impacted by increasing numbers of adults pursuing educational opportunities who are not prepared to enter and successfully complete college level work. Thousands of students annually receive special services and support at the community colleges. These students may be academically disadvantaged, economically disadvantaged, or in need of developmental education. In addition to credit enrollment, community colleges enroll thousands of Iowans in adult and continuing education courses, which also include avocational and recreational courses. In fiscal year 1997, total enrollments in adult and continuing education classes at community colleges exceeded 539,000. (Note: These are enrollments, not individuals served; individuals may enroll in more than one class; classes range in length from one to 120 hours each.)

Table 91

**IOWA COMMUNITY COLLEGE ENROLLMENTS IN NON-CREDIT COURSES
FISCAL YEARS 1990-1997**

Courses	1990	1991	1992	1993	1994	1995	1996	1997
Vocational/Tech. Supp.	346,674	404,800	430,483	429,960	444,512	457,452	446,943	399,863
Adult Basic Ed*/High Sch. Comp.	44,874	46,725	47,091	45,431	47,765	51,190	47,775	46,210
Secondary Jointly Administered	2,022	1,261	2,133	2,321	4,019	2,492	3,752	3,884
Developmental Education*			23,281	43,018	34,829			
Continuing & General Education	50,182	50,520	51,288	51,520	55,134	55,042	44,309	50,557
Cont. Ed. -Avoc./Recreational	67,091	65,813	66,210	70,194	65,579	66,072	60,854	27,062 **
Other	7,475	13,114	9,115	8,701	12,157	15,438	23,103	11,735
Total	518,318	582,233	629,601	651,145	663,995	647,706	626,736	539,311

SOURCE: IOWA DEPARTMENT OF EDUCATION

NOTES: *IN FISCAL YEARS 1992, 1993, AND 1994, DEVELOPMENTAL EDUCATION ENROLLMENTS WERE REPORTED AS A SEPARATE LINE ITEM.

**FOR FISCAL YEAR 1997, DES MOINES AREA COMMUNITY COLLEGE DID NOT REPORT CONTINUING EDUCATION-AVOCATIONAL/RECREATIONAL

Iowa Community College Instructional Programs

The major instructional programs offered by the Iowa community colleges include:

1. Adult basic education and high school completion courses that are intended to provide basic literacy skills for under-educated adults.
2. Continuing and general education courses.
3. Recertification and relicensure courses.
4. Supplementary vocational courses that are designed to upgrade skills of employed individuals, including related education courses for apprenticeship programs.

5. Arts and sciences (college parallel) courses intended to transfer as the first two years of a baccalaureate degree program, and “career option” programs that provide immediate entry level employment skills as well as the option of transferring into baccalaureate degree programs.
6. Preparatory vocational programs, many of which incorporate options such as short-term certificate programs, one-year diploma programs, and two-year AAA or AAS degree programs. The purpose of these programs is to prepare students for entry-level employment. Many options are available to part-time students, as well as full-time students.
7. Special needs programs and services designed to assist disadvantaged students and students with disabilities.
8. Customized training programs designed to prepare employees for new and expanding industries.
9. Courses and programs offered for students in local secondary school districts, including exploratory and preparatory vocational programs as well as courses in academic disciplines.
10. Avocational and recreational courses.
11. Courses and programs for individuals who are institutionalized in correctional, health care, or custodial facilities.
12. Community service programs and services such as workshops, meetings, festivals, cultural events, speaker bureaus, and seminars.

Iowa community colleges are authorized to offer five degrees. These degrees are:

- Associate in Arts (AA)
- Associate in Science (AS), for students completing arts and sciences programs
- Associate of Applied Arts (AAA)
- Associate of Applied Science degrees (AAS) for graduates of the preparatory vocational programs
- Associate in General Studies (AGS) degree, which can be used to recognize completion requirements for a specialized program

Community colleges are also authorized to offer diplomas for completion of programs not less than 12 weeks in length that do not lead toward an associate degree and certificates for other short-term programs. The AA degree awarded by all community colleges is articulated with the three state universities to ensure transfer of college credit. Community colleges have also established articulation agreements with independent colleges.

Community colleges granted 11,133 awards (Table 93) to students for completing vocational-technical and arts and science college parallel programs during fiscal year 1997.

Table 92

NUMBER OF AWARDS GRANTED BY IOWA'S COMMUNITY COLLEGES IN FISCAL YEAR 1997

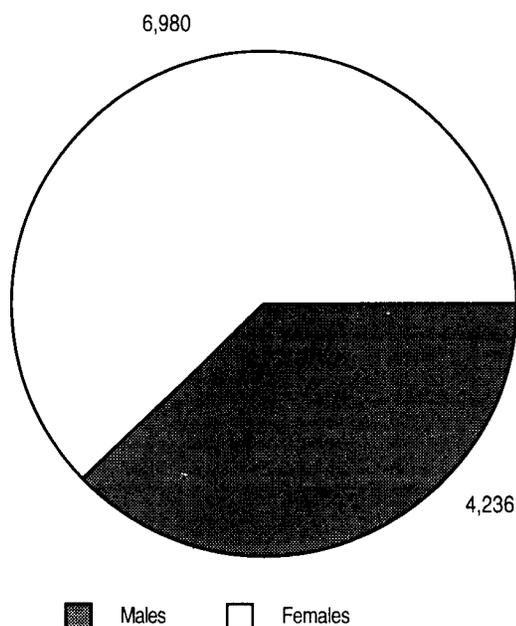
Associate in Arts (AA)	3,126
Associate of Applied Arts (AAA)	69
Associate of Applied Science (AAS)	3,348
Associate in Science (AS)	54
Associate in General Studies (AGS)	734
Certificate	1,172
Diploma	2,630
Total	11,133

SOURCE: DEGREES GRANTED, IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

Awards granted, as well as enrollments, show a greater number of women than men (Figure 47). The percentage of total awards which were granted to women has varied from 54 percent to 63 percent since 1990.

Figure 45

IOWA COMMUNITY COLLEGE AWARDS GRANTED BY GENDER FISCAL YEAR 1997



SOURCE: DEGREES GRANTED, IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

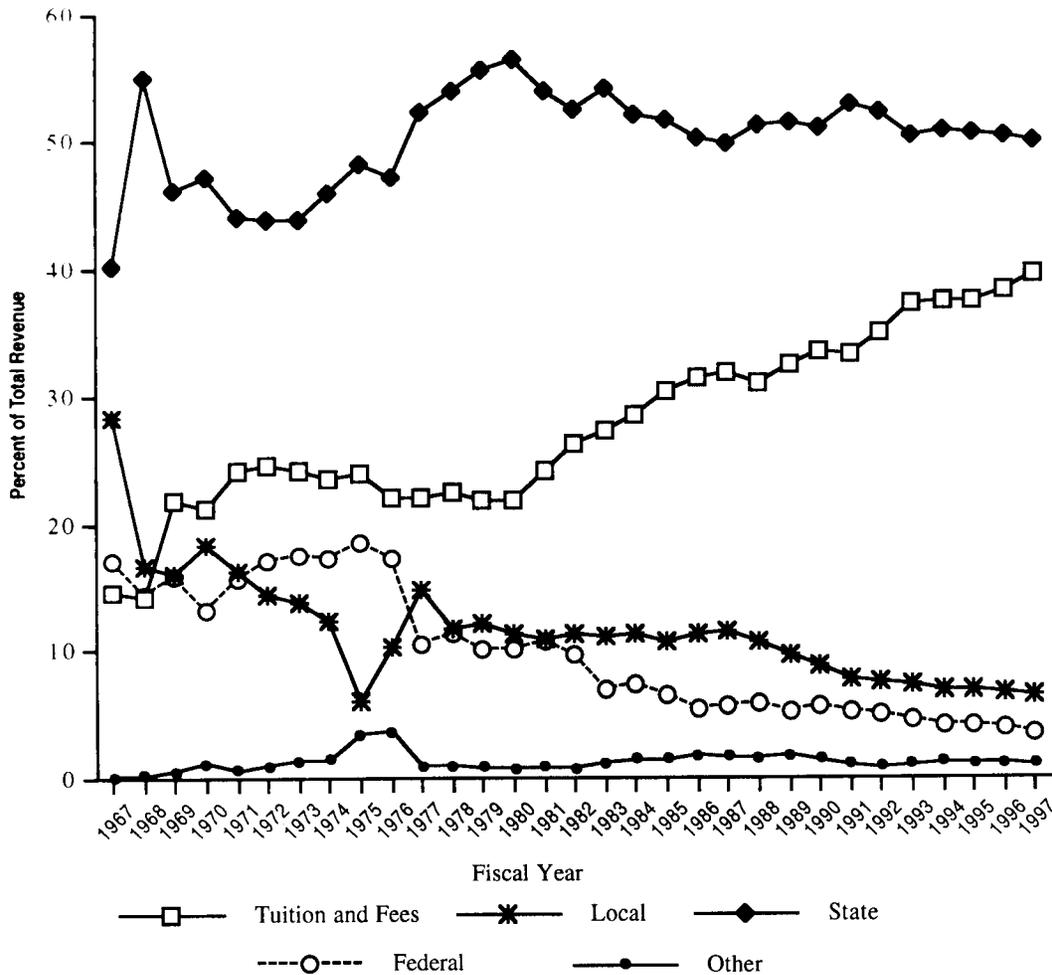
Funding of Iowa's Community Colleges

Revenues

Community colleges have the following three primary sources of revenue in their general operating budgets: state general aid, property tax, and student tuition and fees. Over the past few years, the percent of total revenue derived from federal reimbursement programs (such as Carl Perkins) has constantly decreased. Local taxes for community colleges are at the maximums allowed by law, and state general aid has not kept up with rising costs of operation. Increasingly, the colleges are forced to look to student tuition and fees as a means of providing revenue for college operations. Tuition and fees for each community college are determined locally by their board of directors. The following tables show the increasing reliance of the general operating fund on tuition and fees.

Figure 46

REVENUE BY SOURCE AS A PERCENT OF TOTAL GENERAL OPERATING FUND REVENUES* IN IOWA COMMUNITY COLLEGES



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.
 NOTE: *UNRESTRICTED PORTION.

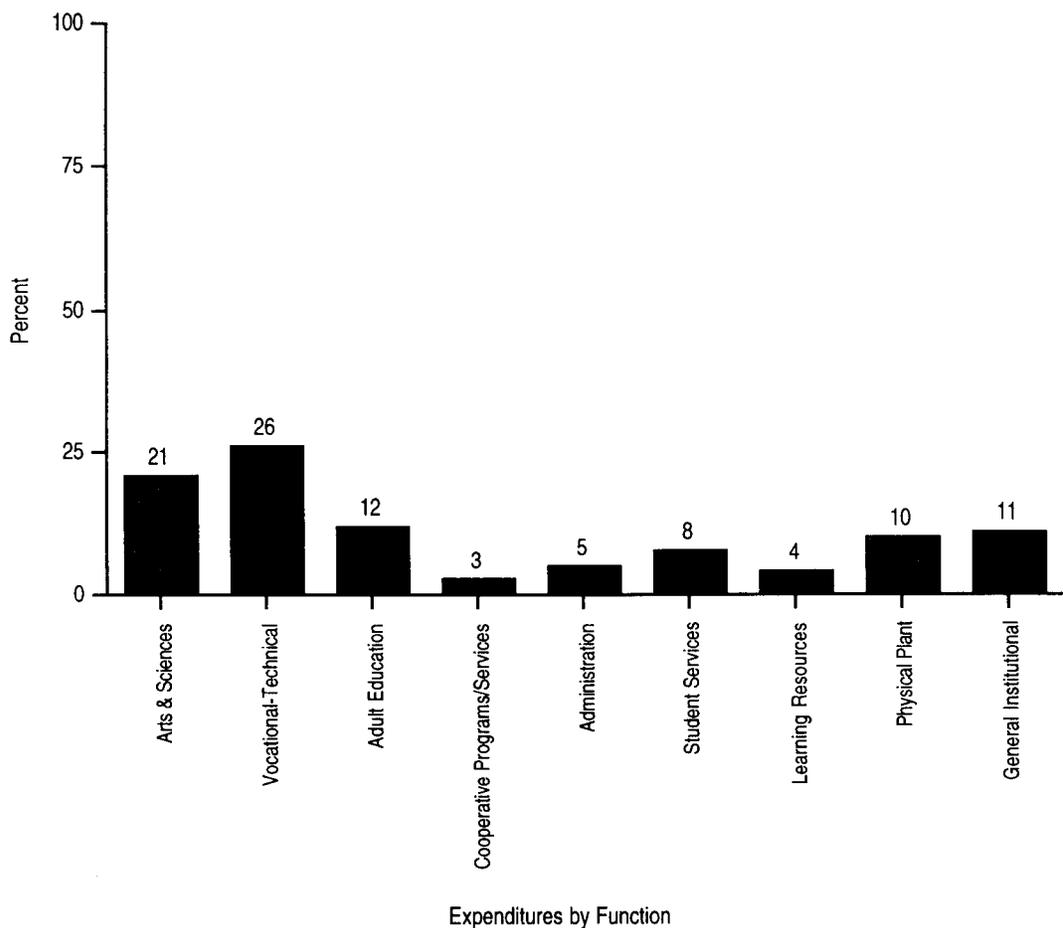
The rise in dependence on tuition and fees can also be demonstrated by the changes in tuition over the past few years. Since 1990, the average annual tuition for 12 credit hours has risen \$334, from \$1,024 to \$1,358; a 32.6 percent increase.

Expenditures

The following chart illustrates the expenditures by function of community colleges for the unrestricted portion of the general operating fund for fiscal year 1997. Expenditures for vocational-technical programs constituted approximately 26 percent, while expenditures for arts and science programs were approximately 21 percent of the community colleges' total operating budgets for fiscal year 1997. Approximately five percent is spent on administration.

Figure 47

GENERAL OPERATING FUND EXPENDITURES BY FUNCTION FISCAL YEAR 1997 IOWA COMMUNITY COLLEGES

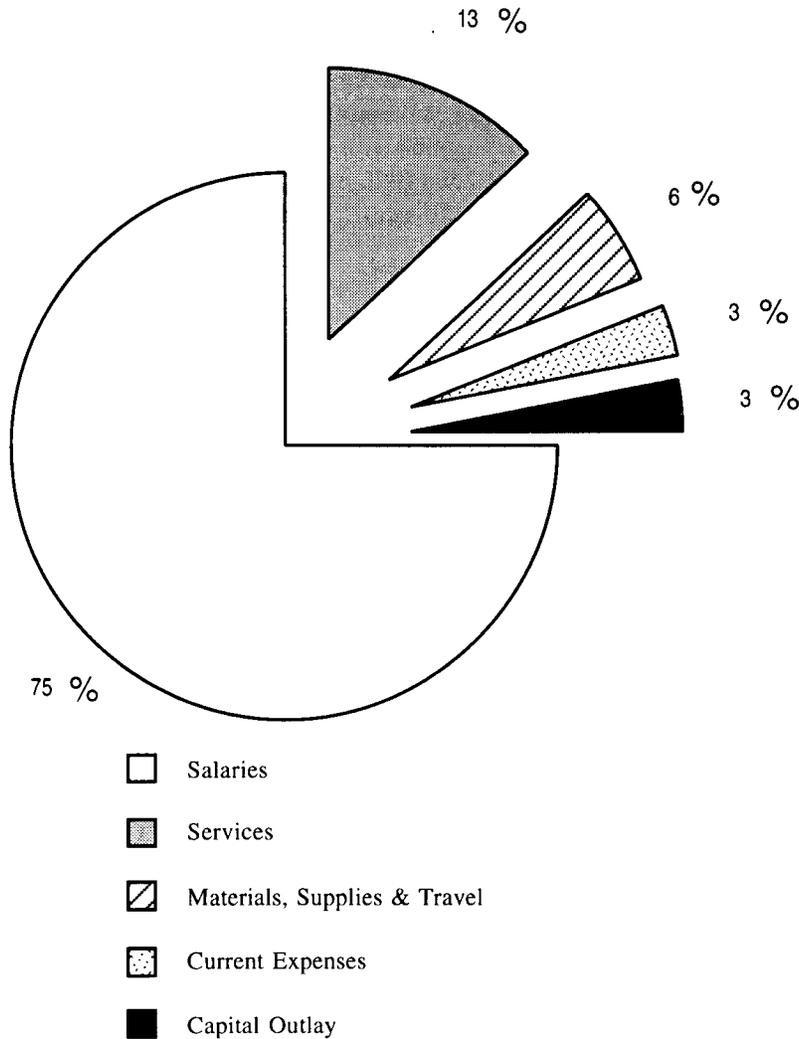


SOURCE: AS15E, IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

The major categories of expenditures for fiscal year 1997 for the unrestricted portion of the general operating fund are identified below. In fiscal year 1997, approximately 75 percent of the total expenditures was devoted to salaries and benefits.

Figure 48

**IOWA COMMUNITY COLLEGES
GENERAL OPERATING FUND EXPENDITURES* BY CATEGORY
FISCAL YEAR 1997**



SOURCE: AS15E, IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.
NOTE: *UNRESTRICTED PORTION ONLY OF GENERAL FUND.

Iowa Community Colleges' Role in Economic Development

Each community college has an economic development division which offers customized programs for business and industry. These programs are designed to provide training and retraining services on-site or at any location, at convenient times, seven days per week. The programming is flexible and responsive to the needs of the customer.

Community colleges also have the responsibility for operating the Iowa New Jobs Training Program and the Iowa Jobs Training Program, which provide customized

training for new or expanding industries. The Iowa New Jobs Training Program is for employees in newly created positions for which their employer pays Iowa withholding tax. It is funded through resources derived from certificates that are later repaid from a part of the withholding tax from wages of new employees and from incremental property taxes, and from resources deposited into the Iowa Workforce Development Fund. Since its inception in 1983, it has funded 1,266 projects statewide at an investment of \$321,087,808 to train a projected 97,819 workers.

The Iowa Jobs Training Program funds education and training services for new employees of small Iowa businesses and for current employees of businesses which are retooling. It is funded through an annual appropriation from the Iowa Workforce Development Fund. In fiscal year 1999, this fund will provide over 6.5 million dollars to fund the Iowa Jobs Training Program, apprentice programs, innovative skill development activities, and targeted industry training.

Vocational Education

Funding

In fiscal year 1997, the Carl Perkins Basic Grants were awarded to Iowa community colleges and K-12 agencies in the ratio of 34 percent to community colleges, 66 percent to K-12 agencies. Total Perkins funds in fiscal year 1997 were awarded in the ratio of 43 percent to community colleges and 57 percent to K-12 agencies. Table 94 shows Perkins funds awarded in four categories and the percentage division of those categories between community colleges and secondary schools.

Table 93

IOWA COMMUNITY COLLEGES FISCAL YEAR 1997 PERKINS FUNDS AWARDED				
	Community Colleges	Percent	Secondary and AEA	Percent
Basic Grant	\$2,877,363	34%	\$5,585,468	66%
Tech Prep	759,581	72	296,216	28
Single/Displaced Homemaker	720,600	87	109,700	13
Sex Equity	219,998	68	102,148	32
Total	\$4,577,542	43	\$6,093,532	57

SOURCE: IOWA VOCATIONAL EDUCATION PERFORMANCE REPORT, FISCAL YEAR 1997, IOWA DEPARTMENT OF EDUCATION, BUREAU OF TECHNICAL AND VOCATIONAL EDUCATION.

Use of Funds

Federal vocational funds are used quite differently between secondary and postsecondary institutions. In fiscal year 1997, secondary schools used their funds predominantly to purchase equipment and materials, while the postsecondary institutions (community colleges) funds were used to provide services.

Enrollment

Enrollments in Iowa's vocational programs continued to be strong in fiscal year 1997. Secondary enrollments continued their growth of the past few years. Postsecondary enrollments maintained previous levels.

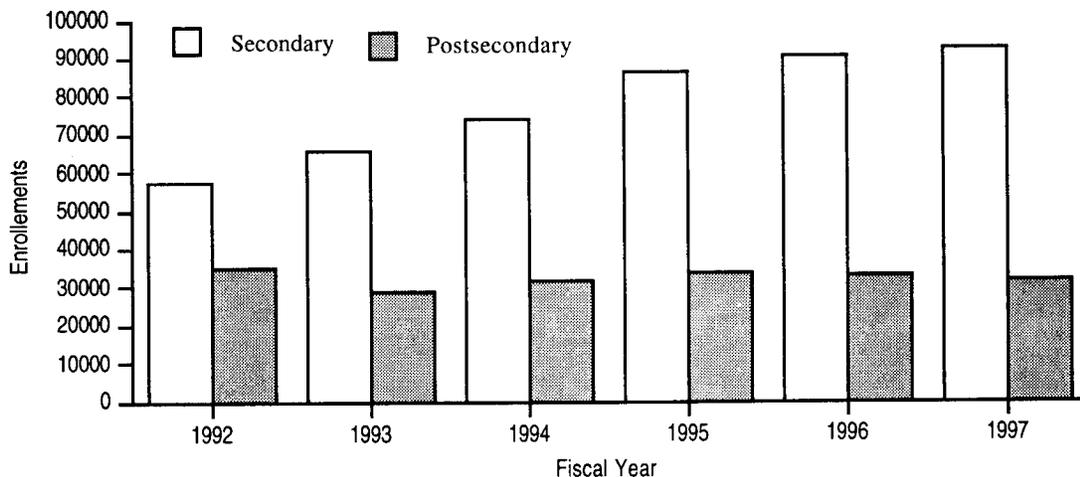
Vocational Education Goals

Iowa's Vocational Education Goals were determined by conducting a state assessment prior to receiving assistance under the Perkins Act. Six goals, based upon the identification of the areas of greatest perceived need for both secondary and postsecondary institutions, were established for improving the quality of vocational education. All recipients of federal assistance with Perkins' funds were required to address the following six goals.

- Goal 1:** To provide support services to ensure full and equitable participation for members of special populations so that they have equal opportunity to prepare for their chosen occupational area.
- Goal 2:** To integrate academic and vocational knowledge and skill development in sequenced courses so students possess academic and occupational competencies necessary for competent performance in a workplace.
- Goal 3:** To increase the responsiveness of local programs to the labor market and employers.
- Goal 4:** To provide quality experience and instruction in all aspects of an industry so that program completers possess an understanding of all aspects of the industry that they are prepared to enter.
- Goal 5:** To develop and improve linkages between secondary and postsecondary institutions.
- Goal 6:** To increase the capacity of vocational education programs to place students in jobs or continuing education so that program completers are successfully placed into jobs or continuing education

Figure 49

ENROLLMENTS IN STATE BOARD APPROVED VOCATIONAL AND PERKINS ONLY FUNDED PROGRAMS



SOURCE: IOWA VOCATIONAL EDUCATION PERFORMANCE REPORT, IOWA DEPARTMENT OF EDUCATION.

Achievement of Iowa Vocational Education Goals

Achievement of Iowa's state goals for vocational education is reported according to each goal. Some indicators of success are based on performance standards and core measures developed for Iowa's response to Section 403.202 of the rules and regulations for the 1990 Carl D. Perkins Act. Detailed descriptions of achievement of each goal can be found in the *Iowa Vocational Education Performance Report, Fiscal Year 1997*, published by the Iowa Department of Education.

Vocational Student Organizations

Vocational student organizations (VSOs) provide a unique program of career and leadership development, motivation, and recognition for secondary and postsecondary students and adults. Each VSO (Table 94) has at least one state of Iowa vocational education staff member involved in the management of the organization. The Health Occupations Education staff at the University of Iowa manages HOSA (Health Occupations Students of America). The State Multi-Occupations (MOC) Student Organization is not listed with the nationally affiliated VSOs, but a state of Iowa vocational education staff member annually manages fall and spring conferences. Training was provided for state officers of the Iowa VSOs.

Table 94

**NUMBER OF CHAPTERS AND NUMBER OF MEMBERS IN
VOCATIONAL STUDENT ORGANIZATIONS IN
FISCAL YEAR 1997**

Vocational Student Organizations	Number of Chapters	Number of Members
Business Professionals of America	52	967
Distributive Education Clubs of America (DECA)	40	1,265
Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)	105	2,481
Health Occupations Students of America (HOSA)	37	965
Future Farmers of America (FFA)	229	11,271
Iowa Young Farmers Education Association (IYFEA)	13	164
Postsecondary Agricultural Students (PAS)	5	167
Technology Student Association (TSA)	16	369
Vocational Industrial Clubs of America (VICA)	50	538
Totals	547	18,187

SOURCE: IOWA VOCATIONAL EDUCATION PERFORMANCE REPORT, IOWA DEPARTMENT OF EDUCATION.

Single Parents, Displaced Homemakers, and Single Pregnant Women

Programs funded with the seven percent single parents and displaced homemakers allocation of Perkins' funds were classified as Adult Single Parent/Displaced Homemaker programs and Adolescent Parenting programs. A total of 17 Adult Single Parent/Displaced Homemaker programs and eight Adolescent Parenting programs were funded.

Adult Single Parent/Displaced Homemaker Programs

A total of 2,992 clients (2,642 females and 350 males) were served through Adult Single Parent/Displaced Homemaker programs. Thirteen (13) percent of the clients self-identified by race were minorities. At least 75 percent of the clients served by the programs were economically disadvantaged.

Adolescent Parenting Programs

Adolescent parenting programs are designed to retain individuals in school and to provide vocational and career guidance to them. A total of 299 (278 females and 21 males) were served as clients in fiscal year 1997. Thirty-eight (38) percent of the female clients were minorities. Thirty-eight (38) percent of the male clients were

minorities. Sixty-two (62) percent of the females were classified as high school females. Fifty-seven (57) percent of the males were in the 18-20 age range. An additional 484 females and 16 males were referred to other agencies.

Sex Equity

Sex equity grants were classified for management purposes as large comprehensive grants and mini-grants. Mini-grants were subdivided in sex equity mini-grants and cultural specific career education mini-grants. Twelve (12) large comprehensive grants and 11 mini-grants were funded.

Criminal Offenders in Correction Institutions

Two (2) community colleges received funds from the one percent Perkins' allocation for corrections. Students and inmates in three correctional institutions participated in the Perkins' programs. Five hundred (500) students (101 females, 399 males) received guidance and counseling services pertaining to assistance in transition. One hundred sixty-six (166) inmates were served in a work readiness program at the North Central Correctional Facility.

Tech Prep

Tech prep staffing at the state level includes a coordinator and a director. The director devotes 25 percent of his time for the administrative duties and grant management. The state coordinator facilitates the regional activities and provides technical assistance and project development activities. Production of a Career Pathways Manual by the coordinator was a major accomplishment. Each regional level consortium has a tech prep coordinator. In over one-half of the regions, the tech prep coordinator also serves as a school-to-work coordinator.