

**A HISTORY OF THE
IOWA ASSOCIATION OF ALTERNATIVE
EDUCATION**

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In her article “Alternative Schools: The State of the Art” in the September, 1994, issue of Educational leadership, Mary Anne Raywid states:

Today’s alternative schools seem a far cry from those of the ’60, when the genre first surfaced in public education. Yet, the early alternatives, like today’s, represented innovation; small-scale, informal ambiance; and departure from bureaucratic rules and procedures. (p. 26)

Raywid’s commentary accurately portrays Iowa’s experience with alternative education, which has grown from a single community center program in Des Moines in 1969 to over one hundred and thirty alternative education programs throughout the state in 1995. While these programs differ in format, from free-standing alternative schools to alternative programs within existing schools, the essential commitment to providing educational opportunities to students not adequately served within the traditional educational system serves as a foundation for all the programs.

The Iowa Association of Alternative Education, a state-wide organization of educators, officially began in 1979 but has its roots in the decade of the 1960’s. The organization started with and maintains a vision of educational reform, while it has evolved, grown, and adapted to adjust to current educational challenges.

In many ways the history of this association reflects the history of alternative education in this state. The focus of this discussion is the association; trends in Iowa alternative education are discussed as they directly relate to the IAAE.

This history is partially based on interviews with the pioneers and leaders of the Association. In many cases, these individuals have continued to work in alternative education, so their comments reflect the continued growth and evolution of this organization. Other key sources include various newsletters, correspondence, and official papers of the Association found in private files provided by three past officers. A complete listing of sources is provided at the end of this paper.

This history emphasizes the roots and early development of IAAE, the first three sections cover the periods up through the first year, while the last two sections describe developments after 1980. The objective is to create an institutional history worthy of the spirit and vision of the educators who have served in this organization since its inception in the early 1970’s.

PRE-1978: THE ROOTS OF THE ASSOCIATION

The roots of the Iowa Association of Alternative Education can be found in the emergence of one of Iowa's earliest alternative schools. In 1968, Chuck Greenwood, an administration intern at North High School in Des Moines, opened the Greater Des Moines Education Center (GDMEC). Greenwood was seeking an alternative school setting for the high number of dropouts and students expelled from the Des Moines school district at the time. Racial tension between the African-American and white students and school administrators, as well as the tension from the anti-war movement, were disrupting the environment of the Des Moines schools.

Greenwood's GDMEC concept was one proposed solution to some of the problems of unrest in the schools. The dropouts needed a basic education with a curriculum that had the objective of helping students find employment. The GDMEC curriculum was flexible and adapted to unique student needs.

The Des Moines school district provided a director, two teachers, and a counselor. The director, Chuck Greenwood, and counselor, Vince Scavo, would later serve as presidents of the Association. The program opened with seven students on January 8, 1969 at the Julia B. Mayer Community Center. Within months the GDMEC moved to a store-front school at 1452 Second Avenue in Des Moines. The student population grew rapidly. The store-front school opened in the fall of 1969 with approximately 75 enrollees, and by the end of the year there were about 150 students.

The store-front school on Second Avenue is a critical site in the history of the Iowa Association of Alternative Education (IAAE), as it was here in the fall of 1971 that twelve people from around the state gathered to discuss issues in alternative education. This was the first year that Ray Morley stated work with the Department of Education; Charles Greenwood and Vince Scavo linked him with the Des Moines program to build support for their alternative school. Chuck Greenwood, Vince Scavo, and Ray Morley went on from there to set up meetings in Des Moines that would link other people from other regions of Iowa. From 1971 to 1978 this group continued to grow and have annual meetings. In 1974, the meetings became more "official"; the 1974 meeting was deemed to be the first annual statewide conference.

Keith Bock wrote in the May, 1985, newsletter that in the Spring of 1974 several people met at the Savory Hotel in Des Moines after the official work for the day had ended. They discussed the radical idea of forming a state organization. Bock mentioned John Metz, Bob Fizzell, Chuck Greenwood, Ray Morley, Vince Scavo, Ron Rice of Mason City, Ron Eide of Iowa City, and himself. Many of these people were also a part of the Adventureland meeting in 1978 which turned out to be a key session in the Association's history. Bock state:

Beginning at the first informal gathering through the next year, brainstorming, discussion and arguments were the norm each time the group met to plan this organization. On one side there were people saying such an organization wasn't necessary; while another group

felt equally strongly that if for no other reason than survival, it was imperative that we band together.

For you see at that time in our history the only issue for most of us was, “How is it going, do you think you will exist next year?” The Combination of funding problems, lack of community support, crazy schools, non-alternative alternative schools, lack of school district support, etc. meant that each year several schools represented at the conference would no longer exist by the next conference. (p.10)

At the two-day state conference (it was called the Optional School Conference) held at Adventureland Inn near Des Moines on February 23 and 24, 1978, a group of individuals interested in forming a state association met to discuss the prospect. Key participants in the organization of an association included Keith Bock, principal of Waterloo Expo, Bob Fizzell from Western Illinois University, Fed Frazier of Davenport, Chuck Greenwood who had joined the staff of Drake University, Len Hamsa of Lincoln, Nebraska, representing fifteen schools from Nebraska, Del Holland of Mason City, John Metz and Mary Schmid of Council Bluffs, Ray Morley from Department of Public Instruction, and Vince Scavo of Des Moines. The result of the meeting was the formation of an organizational committee to meet during the following school year to work out structure and functions. The next school year (1978-79) would prove to be crucial in developing the organizational base and outline for viable state association.

1978-79: ORGANIZING THE ASSOCIATION

The first organizational meeting was held on May 2, 1978, in Des Moines with the major objective of forming an association for alternative schools. The nine people present at the meeting decided that the name of the association should be the Iowa Association of Alternative Schools. Another option considered was a regional association including Illinois, Iowa, Nebraska, and possibly Missouri, but a survey of Iowa alternative educators indicated that they felt that a state association would serve members best. Officers were appointed by the committee and included the following: Keith Bock, President; Mary Schmid (Emsheimer), Secretary; John Metz, Treasurer. Hereafter, it was decided that the election of officers would be held in the spring starting in 1979. It should also be added that after John Metz accepted a position in Colorado, Vince Scavo assumed the duties of Treasurer in July, 1978.

The results of a survey sent to 38 Iowa schools were used as a basis for establishing priorities for a future organization. There were 99 individual responses from 21 schools. The six top priorities follow, in order of concern:

1. Create an information sharing system available to all members.
2. Disseminate general information to people involved in alternative education.
3. Provide a newsletter as a forum for the exchange of ideas.
4. Develop options in education as viable and integral parts of the total education system.

5. Promote in-state regional meetings, workshops, tours, etc.
6. Serve as a support group for optional schools.

These six priorities would not only provide the basis for the organizational work of the association, but would also help in the development of a constitution and by-laws.

There was also discussion at this May meeting regarding the definition of “alternative” which replaced “optional” in the association name. The group agreed to use a definition submitted by Dr. Robert Fizzell from Western Illinois University, and to include it in a newsletter to go out in the near future. The definition follows:

An alternate education program is any full service program which meets at least all of the objectives and requirements of a traditional program in environment, structure, and/or learning styles.

While providing a complete basic education program, many alternative schools may also have special functions and constituencies. An alternative education program may not, in and of itself, be a full service program if it serves a special curricular function within a full service program. Alternative schools may be housed within the traditional school, in separate facilities from the traditional school or in shared facilities. They must have a voluntary or open enrollment policy.

Public alternative education programs serve to ensure that every young person may find a path to the educational goals of the community. Programs just focus on what they can offer the student, not on what problems the student has had in the past. (Article II, Original IAAS Constitution and By-laws)

Immediate needs were discussed, and four committees were set up, along with chairpersons. They were:

1. Constitution and By-laws – Keith Bock
2. Regional Meetings, Conferences, etc. – Fred Frazier
3. Newsletter, Publicity – Mary Schmid
4. Information Sharing System – Vince Scavo

Other topics of discussion included establishing a charter membership, updating the Iowa Directory, and planning the Spring Conference. Dues were set at \$10 for a regular membership (right to vote and hold office), and \$5 for an associate membership. First year charter members received a special certificate.

The commitment of these early leaders to meet the needs of youth not fulfilled by the traditional schools was clear. In a 1994 interview, Keith Bock recalled heated discussions on the purpose of the association. The early leaders did not want to IAAS to become institutionalized; they wanted to stay close to what was happening in the classroom. In another 1994 interview, Chuck Greenwood stated that alternative educators wanted to experiment, innovate, and break

down traditional teaching paradigms. The IAAS organization was to become the established medium to facilitate students – centered educational goals.

The above comments are reflected in the preparation for the April, 1979 conference. Dr. Maurice Gibbons and Dr. Gary Phillips from Simon Fraser University in British Columbia were selected to speak about their Walkabout program. This program promoted close relationships between alternative schools and other social institutions in the community in order to provide students with experiences that reflected the realities of adult life. The Association's first newsletter (February, 1979) contained information on practical and innovative classroom strategies, as well as the stated priority for the sharing of information.

1979 – 80: THE OFFICIAL ASSOCIATION

The February, 1979 newsletter reported that over 50 memberships had already been received under an offer of “two years of membership for the price of one.” Over 200 people attended the Waterloo conference, and at this conference copies of the constitution and by-laws were passed out. At the first IAAS annual meeting on April 9, 1979, it was decided not to vote on the constitution since the first meeting was basically informational. Ballots to approve it were sent out to every voting member, and these were to be returned by May 31, 1979.

The constitution and by-law were approved and this document has since been an official, although rather general guide for the association. The name of the association was officially called the Iowa Association of Alternative Schools. The original constitution specially differentiated between alternative schools (an environment apart from a regular school) and alternative programs (a class or environment within or apart from a regular school).

The articles on “definitions” and “purpose” focused upon the student, and the goals of alternative educators in meeting students' needs. A good summary statement would be the last paragraph in Article II, quoted earlier:

Public alternative education serves to ensure that every young person may find a path to the educational goals of the community. Not on what problems that student has had in the past. (IAAS Constitution and By-laws, Article II)

Another critical component of the constitution was the organization of the Board of Directors (officers and ten at-large members) which could act if it was not feasible for the entire membership to meet. The Board could also formulate objectives and goals (subject to membership approval), formulate agendas for the annual meetings, and authorize expenditures. The constitution also stated that the association should continue to meet at a statewide conference, as well as at other times when necessary.

At the annual meeting in April, the existing officers were retained for the 1979-80 year, hence Keith Bock became the first president of the IAAS. The discussions at the first meeting reveal the early goals of members. A list of goals follows:

1. Provide help to new administrators
2. Establish an advisory group to help struggling small schools
3. Form a task force to visit school boards
4. Organize a legislative committee
5. Disseminate IAAS information to state and local school boards.

Even at this early meeting two possible sources of support for IAAS seem to have emerged. One was centralized political clout; the second, grassroots support. The decision, at least for the first few years, was to emphasize grassroots organization and support.

Four specific goals for IAAS emerged early in the 1979-80 year. They included (1) orientation for new teachers; (2) improvement of communication; (3) involvement of universities and Department of Education; and (4) encouragement of NCA membership. With regard to the NCA membership goal, it was reported in a January, 1980, newsletter that four schools (GDMEC, Des Moines; EXPO, Waterloo; Metro, Cedar Rapids; and ILC, Sioux City) had received NCA accreditation making Iowa one of the leaders in a nineteen state area in terms of the number of NCA approved alternative schools.

The newsletters for this first year reflect a clear commitment to service and a fear of bureaucratization. In the May 7, 1980, newsletter Keith Bock wrote:

It's difficult to keep bureaucracy from rearing its ugly head in any organization; I feel we've done a reasonable job of keeping IAAS on an even keel with the emphasis on service ... (p. 1)

The membership at the beginning of 1980 was 93 regular and 4 associate members, while there were over 40 alternative schools and programs (most being programs) in Iowa serving a total of 5,394 students. By comparison, a decade earlier there were about 150 students being served by one alternative school. The identification and categorization of programs continued to be facilitated by the IAAS in its task of keeping the state directory updated and current.

The first year of the association was very busy and attitudes were positive. The newsletters were informative, upbeat, and rather personal and informal. The January, 1980, newsletter started out:

For a dozen reasons that you probably couldn't give a rip about we haven't been able to get the second quarter newsletter put together on time. There will be a public flogging of the newsletter committee at the conference. Anyone is welcome to be a flogger—of course all floggers automatically become new members of the newsletter committee.
(p. 1)

1980's: THE DECADE OF GROWTH

The 1981 IAAS conference in Des Moines led to the first revision of the constitution. Many of the changes dealt with procedural activities, although Article IV, Section I expanded the definition of voting membership from "any person employed in an alternative education

program” to “any person involved in alternative education.” Under the new presidency of Vince Scavo, the number of committees expanded to include publicity, membership, legislative, certification, nominating, and conference planning. The Department of Public Instruction continued to help fund the annual conference, a critical aid in the early years. With the addition of a legislative committee, the focus of the IAAS broadened to officially include legislative monitoring and influence. The IAAS certification committee also involved the IAAS in cooperative discussions with the Department of Public Instruction. The major topic was the issue of special certification for alternative educators.

The new focus on legislative issues is reflected in the September, 1982 newsletter, where a page and a half was devoted to a discussion on legislative proposals regarding dropout programs. This outlined legislation would allow local (as opposed to federal) funding to initiate and continue support dropout programs and it eventually became the Increased Allowable Growth (IAG) process (257.38-41, Iowa Code). Passed in 1984, this permitted local schools to request funding from a state School Budget Review Committee over and above the allowable growth limit for school districts as set by the legislature. The impact of this legislation was a phenomenal growth of dropout prevention and alternative education programs.

A second significant piece of legislation was passed in 1988. An At Risk standard required all districts to develop plans to assist students at risk of not succeeding in school, dropping out of school, and/or not being productive upon leaving school. The Association responded to this legislation by offering consultation services based on the expertise of membership. The IAAS grew rapidly. In May, 1988, the membership included 256 people, most of which had paid their 1987-88 dues, compared to the 97 members in 1980 and 114 members in 1984. In a 1994 interview, Ray Morley estimated the number of Iowa alternative schools and programs in 1990 at around 90; these, compared to just over 40 alternative schools and programs in 1980, account for a substantial part of the rise in IAAS membership. It should be noted, though, that some of these alternative programs did not survive the 1980's; a reminder that continued viability in a district was not guaranteed.

In a letter to legislators in 1989, IAAS President Mary Wilcynski reported that the number of districts requesting allowable growth funding had doubled in the 1989-90 school year. She noted that the IAAS backed the development of programs for at risk students within conventional schools, as well as continued to support well-established alternative schools like the Des Moines South Alternative High School (renamed Vincent C. Scavo High School in 1995) and Waterloo Expo.

During the mid-1980's there was general movement within the association to increase the efficiency of the organizational structure. In a 1995 interview, Del Holland stated that many people felt a strong need to “get our act together.” Holland and others felt that a more professional and organized association would gain credibility and would be able to carry the message of alternative ways of schooling to more kids. It was also at this time that teachers begin to take a more active part in leadership of IAAS.

Other members and former officers like Chuck Greenwood and Vince Scavo became concerned over the problem they defined as institutionalization and bureaucratization. In a 1994

interview, Scavo outlined his concern that legislative actions were blurring the original mission of IAAS. He worried about preserving this mission; his perception was that the association was becoming a branch of the state's educational bureaucracy. In 1987, as a candidate for president, Keith Bock stated that he thought that the IAAS was drifting from the original purpose of serving the membership. Others agreed with Holland that the association needed to be more efficient in order to increase its influence.

During this same period the IAAS expanded its activities in other areas besides legislation. The agenda for the 1986 annual meeting in Des Moines included: selecting the Teacher of the Year (first started in 1982), planning a student conference, facilitating student exchanges, and hosting the national conference. Each of these represented as a substantial commitment of time and effort. In the January, 1987, newsletter, encouragement was given to members to participate in student exchange opportunities. Joyce Jeanblanc reported at the 1987 annual meeting that 170 students attended the student leadership conference.

The constitution and by-laws were amended several times throughout the decade including changes in 1981, 1985, 1987, and 1990. By 1985 the organization changed the wording in Article two related to definition. Fizzell's original definition was partially replaced with concise comparative definitions of alternative education, alternative school, alternative program, and regular school. Amendments in the second half of the decade divided the state into four geographical regions from which directors were chosen. Rules for Board composition were amended until the current format was established in 1991, where there are two ex-officio members (representing the Department of Education and higher education), two at-large members (one year terms), and eight regional members, two from each of the four regions (two year terms). The regional composition of the Board has helped to expand the focus of the association to all areas, both urban and rural, of the state.

The IAAS continued to coordinate discussion between schools and programs, a function that it has been performing since the beginning of the organization. This has been done at the national level as well as within Iowa. The University of Indiana helped initiate meetings for alternative educators from a variety of states. Iowa participated from the beginning and offered its constitution and by-laws as an example to other states interested in establishing associations. In July, 1986, the IAAS hosted the National Alternative Education Conference on the Drake University campus in Des Moines. Twenty-three states were represented.

The Association also continued to help produce the state directory today entitled Alternative Education – A Guide to Program Development, and print handbooks of the association. These were shared with other states to encourage similar initiatives. The role of the IAAS in NCA accreditation declined throughout the 1980's, a reflection of the lessening number of alternative schools seeking such accreditation.

The results of a survey taken at the 1987 Iowa City conference was shared in the January, 1988, Association newsletter. The possible bias in association surveys, if many members from a few larger schools all vote in a block, should be noted. The results of this survey indicate that members believed the IAAS should become more involved in lobbying; the state conference should remain a major priority; and the association should facilitate more sharing of information

about other schools and subject matter taught in alternative schools. During the 1980's the newsletters were published with a more professional format, and the humor of the early volumes was not to be found as frequently in these issues.

Iowa made a significant impact on the national level in 1989 by drafting the first organizational structure that led to the development of the International Affiliation of Alternative School Associations and Personnel. This affiliation was an outgrowth of the national conferences. Iowa maintains membership records and work tasks of the membership and disseminates information on the affiliation. The state of Florida publishes Patterns, a publication about state alternative education associations and contact persons. Iowa remains one of twenty-two associations identified in their development.

In summary, the 1980's were a decade of growth for the IAAS. There was an expansion of responsibilities, focus, and service to members, as well as the physical expansion of membership. These developments were sometimes controversial, and some of the early leaders began to worry about the preservation of the original mission. With its expanded focus and responsibilities, the Association was poised to address the issue of alternative education on many levels.

1990's: TODAY AND BEYOND

The March, 1990, IAAS newsletter sums up the activities of the association in a concise fashion. The committees included constitution, communication, and marketing; all three with busy agendas. The Board also worked with researcher Dr. Jim Veale on documentation of the productivity of alternative school graduates. In addition, the newsletter promised members that educational issues in the legislature would be monitored, and also outlined the annual IAAS softball tournament.

At the Des Moines conference in 1991, the formal association was renamed the Iowa Association of Alternative Education. Replacing the word "Schools" with "Education" was a response to the widening scope of individuals and groups interested in alternative education and the association itself. Many felt that the IAAS should recognize and welcome those individuals in mainstream education who were trying to change and transform education to meet student needs.

The name change is a reflection of the variety and growth of alternative education in Iowa. The following passage is an excerpt from an article in Changing Schools (1992), a national journal of alternative education, originally published in Indiana and now published in Colorado, that is supported by IAAS. In the following passage the current variety of Iowa alternative education is summarized.

Alternative schools and programs in Iowa vary in size from single-room settings with a few students to large separate site facilities with several hundred students. Several alternative programs offer day-care centers. Close cooperation exists with local area education agencies, community colleges, and mental health and social service organizations.

The modes of instruction vary with the needs of the students and the ingenuity of the instructors. Hands-on instruction is provided through programs such as Cedar Rapids Metro School's laundry which serves other schools in the district as well as businesses within the city. Academic standards are high and must meet the requirements of local districts and the Iowa Department of Education.

Studies measuring the productivity of alternative high school graduates from throughout the state indicate that these graduates are applying themselves to the Iowa work forces and post-secondary training at a level nearly equal to that of students from traditional schools.

Iowa is proud of its national reputation as a leader in the field of education. That pride continues as Iowa strives to maintain a leadership role by serving in innovative ways these students who seek an education in an alternative manner. (p. 16)

The new IAAE handbook and informational brochure, published in the 1990's, summarize the breadth of services and benefits to members. Many of these services were developed before 1990, such as the state conference, state directory, student leadership conference, student exchange program, and mini-grants. Today these grants are offered in increments of 500 dollars or less to members who wish to provide innovative programs for students. Other services, such as the consultation and assistance opportunities for new and established alternative programs were enhanced for the continued growth in this decade.

Affiliation with the international organization has continued, and each year the IAAE president attends the national conference. In June of 1994, the IAAE co-hosted the 24th International Alternative Education Conference in Des Moines. Legislative monitoring and advising continues today. In his Spring, 1994, IAAE newsletter article on legislative awareness, Jim Carnahan makes a simple but fundamental statement; "Maybe it is time for the IAAE to take its level of political activity to new heights." (p. 4)

By 1997 the IAAE has over 340 members representing over 130 separate alternative schools and alternative programs within existing schools. Debates within the organization continue over how broadly the term "alternative education" should be applied, the nature of effective alternative methods and procedures, and how the IAAE can best serve its members. Initiatives in the mid-1990's included the creation of one-day conferences ("Small Wonders") to help teachers in the newer, smaller schools develop curriculum and school policy. These conferences have been held in Iowa City, Carroll, Marshalltown and Estherville. In the fall of 1997 the State Board decided to focus efforts on reaching alternative educators (including at-risk coordinators for schools and school districts, counselors and others) who may not be fully informed about the organization's resources and activities.

The IAAE continues to try to serve all kinds of alternative education programs. The expansive nature of the alternative education movement, with its growing number of

students and educational programs, present significant challenges to the IAAE today. Recent legislation ensures a larger role for alternative education in Iowa's future. One generalization upon which every member in the association can agree is the single sentence in Article II of the IAAE constitution: "Public alternative education serves to ensure that every young person may find a path to the educational goals of the community." This hope of the founders still defines the mission of the IAAE today.

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| Plagman, Ralph, Cedar Rapids, IA | January 24, 1994 |
| Rusk, Donna, Des Moines, IA | November 2, 1993 |
| Scavo, Vince, Des Moines, IA | January 18, 1994
January 26, 1994
September 28, 1994 |

Miscellaneous

Private Collections (containing incomplete sets of Association correspondence, Annual and board meeting minutes, conference outlines, copies of constitutions, newsletters, handbooks, brochures, and directories).

1. Debbra J. Carson, Maquoketa, IA
2. Del Holland, Iowa City, IA
3. Vince Scavo, Des Moines, IA

Del Holland, Iowa City, provided the information for the list of IAAE presidents and educators of the year.

IAAE PRESIDENTS/CONFERENCE SITES

Name	Years Served	School	City	Annual Conference Site
Keith Bock	1978-79	Emerson Expo	Waterloo	Adventureland Inn Altoona (Des Moines)
Keith Bock	1979-80	Emerson Expo	Waterloo	Waterloo
Keith Bock	1980-81	Emerson Expo	Waterloo	Iowa City
Vince Scavo	1981-82	D. M South	Des Moines	Des Moines
Chuck Greenwood	1982-83	Drake Univ.	Des Moines	Newton
Jim Fenton	1983-84	Horizon	Centerville	Waterloo
Dennis Seaton	1984-85	Central Alt.	Dubuque	Dubuque
Jim Carnahan	1985-86	D. M South	Des Moines	Omaha (Council Bluffs) Joint conference with the Missouri Valley Alternative Education Council
Del Holland	1986-87	CEC	Iowa City	Des Moines
Joyce Jeanblanc	1987-88	Metro	Cedar Rapids	Iowa City
Debbra Carson	1988-89	Maquoketa	Maquoketa	Cedar Rapids
Mary Wilcynski	1989-90	Metro	Cedar Rapids	Waterloo
Donna Rusk	1990-91	D. M. North	Des Moines	Burlington
Jerry Einwalter	1991-92	Gordon Willard	Ft. Dodge	Des Moines
Jim Fenton	1992-93	Basics and Beyond	Newton	Ames
Tom Wendt	1993-94	CEC	Iowa City	Council Bluffs
Richard Grugin	1994-95	Lincoln	Clinton	Clinton
Clemmye Jackson	1995-96	Ames Public School District	Ames	Iowa City
Ray Eilensstine	1996-97	University High School	Burlington	Burlington
Juley Murphy	1997-98	Scavo High School	Des Moines	Newton

IAAE EDUCATORS OF THE YEAR

Name	Year	School	City
Linda Geilenfeld	1982-83	Mason City Alternative	Mason City
Harold Frakes	1983-84	Mid-Prairie	Wellman
Mike Hulupnik	1983-84	Horizon	Centerville
Jan Hansen	1984-85	Expo	Waterloo
Barb Harrison	1985-86	Keokuk Learning Center	Keokuk
Debbra Carson	1986-87	Maquoketa Alternative	Maquoketa
Del Holland	1987-88	Community Education Center	Iowa City
Bruce Bothwell	1988-89	Lincoln	Clinton
Kathy Knudson	1989-90	Metro	Cedar Rapids
Charlene Anderson	1990-91	Gordon Willard Alternative	Fort Dodge
Tom Wendt	1991-92	Community Education Center	Iowa City
Clemmye Jackson	1992-93	Project Success	Ames
Jim Carnahan	1993-94	Des Moines South Alternative	Des Moines
Donna Rusk	1994-95	Cassady Alternative	Des Moines
Diana Paulina	1995-96	Community Education Center	Iowa City
John Burger	1996-97	Ottumwa Alternative	Ottumwa