



STATE WORKFORCE DEVELOPMENT BOARD

swdb.iowa.gov

Mission:

The Iowa State Workforce Development Board oversees the development and implementation of the state workforce development plan. The SWDB ensures that state workforce regions have the resources to support employment programs across the state.

PUBLIC MEETING NOTICE

Date:

Thursday, June 11, 2026

Time:

11:00 a.m. – 1:00 p.m.

Place:

DMACC Urban Campus
Student Life Building
1144 7th Street
Building 7
Room UC07-171
Des Moines, IA

Zoom:

Join Zoom Meeting

<https://iowaworks.zoom.us/j/89630091939>

Meeting ID: 896 3009 1939

One tap mobile

+13126266799,,89630091939# US (Chicago)

+16468769923,,89630091939# US (New York)

Join instructions

<https://iowaworks.zoom.us/meetings/89630091939/invitations?signature=MOWZI1QfvxGZFa8D3g6u3dGnFoNNts7BY6M0H-JSqbw>

TENTATIVE AGENDA

1. Call to Order.
2. Roll call to establish quorum by Shelly Evans, Board Administrator.
3. **Action Item:** Approval of Meeting Agenda. (Attachment 1)

4. **Action Item:** Approval of Minutes of March 2, 2026, State Workforce Development Board (SWDB) meeting. (Attachment 2 – Minutes dated 03/2/26)
5. **Action Item:** Approval of Minutes of March 12, 2026, State Workforce Development Board (SWDB) meeting. (Attachment 3 – Minutes dated 03/12/26)
6. Welcome by LuAnn Scholbrock, Chair.
7. Ratification of Executive Committee consultation of the State of Iowa Workforce Pell Grant Program Guidance draft and High-Demand, High-Wage, and High-Skill (H3-aligned) Standard Occupational Code (SOC) Regional Lists for Workforce Pell Grants by Michelle McNertney, Executive Director of the SWDB. (Attachment 4 – Draft Iowa Workforce Pell Grant Program Guidance, Attachment 5 – Workforce Pell H3-aligned SOC Regional Lists)
 - 7.1 – **Action Item:** Motion to ratify Executive Committee consultation and recommendation to the Governor’s Office approval of the State of Iowa Workforce Pell Grant Program Guidance draft and High-Demand, High-Wage, and High-Skill (H3-aligned) Standard Occupational Code (SOC) Regional Lists for Workforce Pell Grants.
8. Discussion of Applications for Workforce Training Program Eligibility for Workforce Pell Grants for the 2026/2027 award year by Ryan Zantingh, Chief, Bureau of Financial Aid, State Authorization and Evaluation, Iowa Department of Education. (Attachment 6 – Applicant List)
 - 8.1 -- **Action Item:** Motion to recommend approval of Applications for Workforce Training Programs to be eligible for Workforce Pell Grants for the 2026/2027 award year.
9. Discussion on appointing Vice Chair for SWDB by LuAnn Scholbrock, Chair.
 - Scott Naumann has volunteered to be the new Vice Chair.
 - 9.1 -- **Action Item:** Motion to nominate and appoint Scott Naumann as Vice Chair of the SWDB.

10. Discussion on appointing a SWDB member to the State Rehabilitation Council by Brandy McOmber, Division Administrator Vocational Rehabilitation Services. (Attachment 7 – Description of SRC and Member Requirements)
11. Discussions on members for SWDB Committees by LuAnn Scholbrock, Chair. (Attachment 8 – Committee Member Lists)
12. Update from Iowa Plains Committee by Kent Heroniums, Committee Chair.
13. Update from Disability Access Committee by Brandy McOmber, Committee Chair.
14. Update from System and Policy Committee by Jack Hasken, Committee Chair.
15. Director's Report.
16. Public Comment. (Public comments will be limited to 3 minutes per speaker and should address only those items on the current meeting agenda.)
17. Adjourn.

ACCOMMODATION:

Accommodation is available upon request for individuals with disabilities. If you need an accommodation, please contact Shelly Evans, Board Administrator, shelly.evans@iwd.iowa.gov, (515) 587-0050.

UPCOMING CALENDAR EVENTS:

- State Workforce Development Board Quarterly Meetings:
 - September 3, 2026 – @ Security National Bank, West Des Moines
 - December 4, 2026 – Virtual



STATE WORKFORCE DEVELOPMENT BOARD

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BOARD MINUTES

Iowa Workforce Development Board Meeting

March 2, 2026

10:00 – 10:30 am

ZOOM

Agenda Item 1. Call to Order

Chair Teresa Hovell called to order the meeting of the Iowa Workforce Development Board (the Board) on March 2, 2026, at approximately 10:00 am.

Agenda Item 2. Roll Call

Members in Attendance

1. Jane Dufoe
2. Dawn Driscoll
3. Barb Kniff McCulla
4. Beth Townsend
5. Stacy Cervenka / Keri Osterhaus
6. Brandy McOmber
7. Teresa Hovell
8. Scott Naumann
9. Kelly Barrick
10. Jack Hasken
11. LuAnn Scholbrock
12. Jessica Dunker
13. Brad Elliott
14. Ofelia Rumbo

Members Absent

1. Nick Glew
2. Astra Ferris
3. Charlie Wishman
4. Carrie Duncan
5. Jason Shanks
6. Tiffany O'Donnell
7. Director MacKenzie Snow

Shelly Evans called roll and advised Chair Teresa Hovell that quorum was established.

Agenda Item 3. Approval of Agenda

Chair Hovell called the next order of business which was the approval of the meeting Agenda for March 2, 2026. The agenda was previously emailed to the Members of the Board.

- ACTION ITEM: Motion to Approve the Agenda for 3/2/26.

Dawn Driscoll motioned to approve the Agenda and LuAnn Scholbrock seconded the motion. Members of the Board in attendance voted on the motion by voice vote, which carried unanimously.

Agenda Item 4. Approval of 2/13/26 Minutes

Chair Hovell called the next order of business which was the approval of the meeting Minutes for February 13, 2026. The minutes were previously emailed to the Members of the Board.

- ACTION ITEM: Motion to Approve the Minutes for 2/12/26.

Dawn Driscoll motioned to approve the Minutes and Scott Naumann seconded the motion. Members of the Board in attendance voted on the motion by voice vote, which carried unanimously.

Agenda Item 5. Welcome by Teresa Hovell, Chair

Chair Hovell welcomes attendees.

- Welcome.
- Here today to vote on PY26 IOWA Unified State Plan Modification.

Agenda Item 6. Discussion of PY26 WIOA Unified State Plan Modification by Michelle McNertney, Executive Director of Iowa SWDB. Link to Iowa WIOA Unified State Plan Modification. (Attachment 2 – Public Comments Received Through February 23, 2026)

Michelle McNertney opened discussions on the modification of the PY26 WIOA Unified State Plan.

The PY26 WIOA State Plan Modification was posted for public comment from December 10, 2025, through February 26, 2026. There were seven Public comments received, detailed in the agenda attachment. All public comments received are responded to and incorporated into the final state plan submission. None of the public comments received resulted in changes to the State Plan draft.

6.1 -- Action Item: Motion to approve PY26 WIOA Unified State Plan Modification.

Jack Hasken motioned to approve PY26 WIOA Unified State Plan modification and Kelly Barrick seconded the motion. Members of the Board in attendance voted on the motion by voice vote, which carried unanimously.

Agenda Item 7. Public Comments.

No public comments.

Jack Hasken motion to adjourn.

Adjournment

Chair Hovell adjourned the meeting of the Board at 8:52 am.



Shelly Evans - Executive Assistant to the SWDB

Equal opportunity employer/program. Accommodations are available upon request: workforce.iowa.gov/accessibility



STATE WORKFORCE DEVELOPMENT BOARD

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BOARD MINUTES

Iowa Workforce Development Board Meeting

March 12, 2026

8:30 – 9:00 am

ZOOM

Agenda Item 1. Call to Order

Chair Teresa Hovell called to order the meeting of the Iowa Workforce Development Board (the Board) on March 12, 2026, at approximately 8:30 am.

Agenda Item 2. Roll Call

Members in Attendance

- | | |
|------------------------------------|-----------------------------|
| 1. Jane Dufoe | 13. Nick Glew |
| 2. Dawn Driscoll | 14. Charlie Wishman |
| 3. Beth Townsend | 15. Carrie Duncan |
| 4. Stacy Cervenka / Keri Osterhaus | 16. Jason Shanks |
| 5. Brandy McOmber | 17. Tiffany O'Donnell |
| 6. Teresa Hovell | 18. Director MacKenzie Snow |
| 7. Scott Naumann | |
| 8. Kelly Barrick | |
| 9. Jack Hasken | |
| 10. LuAnn Scholbrock | |
| 11. Brad Elliott | |
| 12. Ofelia Rumbo | |

Members Absent

1. Barb Kniff McCulla
2. Jessica Dunker
3. Astra Ferris

Shelly Evans called roll and advised Chair Teresa Hovell that quorum was established.

Agenda Item 3. Approval of Agenda

Chair Hovell called the next order of business which was the approval of the meeting Agenda for March 12, 2026. The agenda was previously emailed to the Members of the Board.

- ACTION ITEM: Motion to Approve the Agenda for 3/12/26.

Dawn Driscoll motioned to approve the Agenda and LuAnn Scholbrock seconded the motion. Members of the Board in attendance voted on the motion by voice vote, which carried unanimously.

Agenda Item 4. Welcome by Teresa Hovell, Chair

Chair Hovell welcomes attendees.

- Welcome.
 - Typical housekeeping. Please mute if you are not speaking. If speaking be sure that your camera is turned on.
-

Agenda Item 5. Discussion of High-Demand, High-Wage, High-Skill (H3-Aligned) Standard Occupational Code (SOC) List for Workforce Pell Grants.

Chair Hovell opened discussions on high-demand, high-wage, high-skill H3-aligned SOC List for Workforce Pell Grants.

Amy Gieske services as Bureau Chief for the Community Colleges Bureau at the Department of Education (DOE).

- Past few months have worked with Ryan, Michelle, and Jane Dufoe and others in our agencies on a coordinated, collaborative, statewide workforce Pell implementation team.
- Workforce Pell was created by One Big Beautiful Bill Act and signed into law on 7/4/25 with effective date of 7/1/26.
- State has under four months remaining to finish initial state planning for this new federal program.
- Workforce Pell expands federal student financial aid to short-term, high quality, in-demand workforce programs – a major change for higher ed.
- Students in higher education have previously not had access. This is transformational change at both state/federal levels across education systems and workforce.
- Regulations are intentionally designed to place programmatic administrative authorities at the state level.
- Different from federal aid programs and a lot of planning at the state level to capitalize on this new federal opportunity.
- Opportunity to coordinate new ways to expand financial aid to lowans seeking employment in in-demand fields.
- This board has active role to play in process including review and consultation on draft high-demand, high-skill, high-wage SOC occupation list.
- Federal law requires Governor to approve the SOC list after consultation with this board.
- List of SOCs or occupations must align with state's new H-3 definition.
- H-3 definition created after reviewing other definitions used across the country and in collaboration with workforce group, IWD, DOE, and the Governor's office.
- DE is actively cross walking list with related academic programs. Final SOC-SIP crosswalk list will be made public so higher ed institutions can align academic programs.
- Anticipate all sectors of higher education to apply. Community colleges (CCs), four-year public/private and law allow for any Title IV eligible institutions.

- H-3 definition, 70% placement rate and 70% completion are requirements of Workforce Pell.
- Timeline
 - Application period April through mid-May.
 - The State will work closely with institutions.
 - SWDB will consult on program applications at its June 11 meeting.
 - Applications will then advance to the Governor for approval before being submitted to the U.S. Department of Education for federal review.
- While many occupations may appear on the H-3 list the actual number of eligible programs will be smaller due to additional federal criteria.

Ryan Murphy

- Focused on high-demand, high-wage, and high-skill. The data is similar to Last Dollar Scholar work but parameters about occupations differ.
- Demand analysis
 - Uses job forecast data through 2032
 - High-demand occupations identified by either above-average annual growth rate or above-average annual openings.
 - Growth rate threshold: higher than overall occupational growth (about 0.617%).
 - Opening threshold: higher than the statewide average of 368 openings across 590 occupations.
 - If an occupation meets either condition, it qualifies as high demand.
 - Example: Sales Representatives have low growth (0.3%) but very high openings (1,600), so they qualify under the opening criteria.
- Wage analysis
 - Look at required education/training level.
 - Occupations require certificates, associate degrees, bachelor's degrees, or higher - qualify as high-skill.
 - Occupations that require on-the-job training may also qualify if they meet criteria.
 - Example: Construction laborers may qualify under skill due to on-the-job training.

- Final H3 designation marked in yellow as “yes” or “no.”
- Attachment 2 includes all occupations, including those that did not meet H3 criteria, for transparency.
- Attachment 3 includes only occupations that met all three H3 requirements; 239 occupations qualified.
- Attachment 4 includes occupations that do not meet the full H3 definition but:
 - Meet high demand.
 - Meet two wage categories.
 - Have some level of training/education.
 - These feed into key growth industries such as healthcare and transportation/warehousing.
- Possible flexibility with these borderline occupations.
- Deferring to Amy and Michelle.

Beth Townsend – Programs that require bachelor’s or master’s degree will those be eligible for Workforce Pell money?

Amy Gieske – yes. Students who possess a bachelor’s degree are eligible at student eligibility level. If you possess a graduate degree, you are not eligible. Short-term program, occupation requires bachelor but short-term program for someone who has bachelor and wanted to make a career change, the law doesn’t specifically prohibit. Can’t fund a full bachelor’s degree because programs must be 8 to 15 weeks. No mechanism to take off the list but other criteria filters would probably remove it. Registered nurse bachelor’s degree could not get Workforce Pell because program is too long.

Beth Townsend – if you want to get a registered, bachelor’s degree as a registered nurse, I could not get Workforce Pell money.

Amy Gieske – correct the program would be too long.

Mackenzie Snow – reminder that Pell historically has been 600 hours or more. Workforce Pell opened that up to 150 hours to 599 hours, about 8 to 14 weeks.

Ryan Murphy – Example of registered nurse bringing AI into the workplace or as a skill, they needed upskill or learn how to do that in their role. Would that be something that could potentially be used if it met all other requirements?

Amy Gieske – Yes, if AI program is the right program length.

Ryan Murphy – hypothetically, yes.

Amy Gieske – yes.

Beth Townsend – clarify the voice you heard was Director Snow.

Mackenzie Snow – thank you Director Townsend.

Chair Hovell – Any additional questions? With recommended list, I will ask for a motion to approve the list for the Governor.

5.1 -- Action Item: Motion to approve the list of 239 SOC occupations, high-demand, being specifically eligible for Workforce Pell grant funding.

LuAnn Scholbrock motioned to recommend approving the list of 239 SOC occupations, high demand for being specifically eligible for Workforce Pell grant funding and Scott Naumann seconded the motion. Members of the Board in attendance voted on the motion by voice vote, which carried unanimously.

Chair Hovell – Thank you Amy and Ryan for great explanation. It came fast and is a little complex, so I appreciate the time you have taken to explain.

Agenda Item 6. Public Comments.

No public comments.

Adjournment

Jack Hasken motion to adjourn.

Chair Hovell adjourned the meeting of the Board at 8:52 am.



Shelly Evans - Executive Assistant to the SWDB

Equal opportunity employer/program. Accommodations are available upon request: workforce.iowa.gov/accessibility

State of Iowa Workforce Pell Program Guidance

April 2026



State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

Administration

Kim Reynolds, Governor
McKenzie Snow, Director, Iowa Department of Education
Beth Townsend, Director, Iowa Workforce Development

Statewide Workforce Pell Implementation Team

Jane Dufoe, Education and Workforce Policy Advisor, Office of the Governor of Iowa
Michelle McNertney, Division Administrator Workforce Programs, Iowa Workforce Development
Ryan Murphy, Division Administrator LMI, Iowa Workforce Development
Amy Gieseke, Bureau Chief, Community Colleges, Iowa Department of Education
Ryan Zantingh, Section Chief, Scholarships and Grants, Iowa Department of Education
Vlad Bassis, Administrative Consultant Data and Reporting, Iowa Department of Education
Robin Shaffer Lilienthal, Administrative Consultant Community Colleges, Iowa Department of Education
Kayli Sampson, Administrative Consultant Policy and Finance, Iowa Department of Education
Katrina Holck, Division of Higher Education Attorney, Iowa Department of Education

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One Big Beautiful Bill Act

The federal Workforce Pell program officially became law with the passage of the One Big Beautiful Bill Act (H.R. 1), signed on July 4, 2025.

This landmark legislation expanded Pell eligibility to short-term training programs between eight and 15 weeks in length, provided they meet rigorous quality standards regarding completion rates, job placement, and earnings outcomes.

While authorized in 2025, the program is scheduled to go into effect on July 1, 2026, marking a significant evolution in federal aid by treating short-term workforce training as a viable, debt-free alternative to traditional academic pathways.

Introduction

Workforce Pell Grants expand federal financial aid to cover short-term workforce training programs that prepare students for high-skill, high-wage and high-demand (H3) jobs, which are structured to include 150-599 clock hours with 8-14 weeks of instructional time. Unlike traditional Pell Grants, these are available to students who already have a bachelor's degree (but who have not attained a graduate degree), and the awards are prorated based on program length and student Pell grant eligibility.

Institutions seeking approval to offer Workforce Pell programs must receive approval by the state of Iowa's Governor and the United States Department of Education (USDE). Governor Reynolds established a Statewide Workforce Pell Implementation Team to establish policies and procedures for Iowa's Workforce Pell program. This guide provides details on the Workforce Pell program approval process.

To confirm program eligibility, the Iowa Department of Education (Department) will gather both program-level and student-level data from qualifying postsecondary institutions who apply for program approval under Workforce Pell. Application requirements are outlined in this document. Eligible institutions are those authorized to operate in the state of Iowa, accredited by an agency that is recognized by the United States Department of Education (USDE), and approved to receive Title IV funding. Participation in Workforce Pell is voluntary.

To receive approval, institutions must submit program-level data demonstrating that their programs align with Iowa's approved high-demand, high-skill and high-wage (H3) occupation list and satisfy all federal and state Workforce Pell requirements. In addition, institutions must provide student-level data demonstrating that the program meets federally defined student outcome benchmarks.

Program Eligibility

The Statewide Workforce Pell Implementation Team will review the application and evaluate institutional data to preliminarily determine whether programs meet institutional eligibility, program design and student outcome requirements established under federal regulations. The Department reserves the right to request additional documentation or clarification as needed to verify compliance. Programs that satisfy the applicable criteria will be forwarded to the State Workforce Development Board and the Governor's Office for approval consideration. State-approved programs will be submitted to the USDE for final review and approval. Approved programs will be included on the Iowa Workforce Pell approved program list for the corresponding academic year.

Iowa Workforce Pell Program Application

This section offers information related to completing the Iowa Workforce Pell Program application. Only items requiring further explanation are included in this section.

Program and Institution Information

Workforce Program Name, Local Program Code (Course Catalog Code) & Classification of Instructional Program (CIP) Code

- The Workforce Program Name is the local name of the program that will be listed in catalogs and marketing materials.
- The Local Program Code is the corresponding college catalog code for the program.
- Classification of Instructional Program (CIP) Code is the standard code associated with the program. CIP alignment with the H3 occupations (SOC) can be found on the [Iowa Workforce Pell website](#). All potential CIP codes have been included in the crosswalk to reference for both existing and new potential Workforce Pell programs, but not all CIP programs are considered workforce-aligned. Only short-term, workforce programs meeting all Workforce Pell eligibility requirements are eligible for program approval.

Evidence of program enrollment showing the program has operated at least one year

A program must have been in existence for at least one year in order to qualify for Workforce Pell. For programs seeking eligibility by the implementation date of July 1, 2026, this means the program must have been actively offering instruction to students for at least one year as of June 30, 2026.

The one-year operational requirement may reset if a program is significantly modified. However, minor updates to an existing program may not require a new waiting period. As a general guideline, changes impacting less than 25% of the program's content or total instructional hours are typically considered non-substantive. In these cases, institutions may be able to maintain the program's original eligibility timeline without restarting the one-year clock.

Potential Evidence of Program Enrollment

Provide only de-identified data with the application. Do not include any personally identifiable information (PII). Examples include:

- Student enrollment or completion records (registration data, student information system reports) showing individuals enrolled in the program.
- Enrollment reports.
- Cohort tracking reports illustrating enrollment trends across multiple start dates.

Workforce Program Description

Include program descriptions used in college catalogs, program offerings, and/or marketing materials.

Workforce Program Student Learning Outcomes

List the Program Student Learning Outcomes (PSLO) assigned to this program.

Program Overview

This section seeks information related to the program's offerings and structure.

Ineligible Third Parties

For purposes of Workforce Pell Grants, ineligible third parties are parties that:

- Have had its eligibility to participate in Title IV programs terminated by the Secretary of Education (Secretary), or
- Have voluntarily withdrawn from participation in the Title IV programs under a termination, show-cause, suspension, or similar type proceeding initiated by the institution's state licensing agency, accrediting agency, guarantor, or the Secretary, or
- Had its certification to participate in the Title IV programs revoked by the Secretary, or
- Had its application for certification to participate in the Title IV programs denied by the Secretary, or
- Provide 25% or more of the program's instruction

Correspondence Courses

Per 34 CFR 600.2, a correspondence course is one for which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructors. Interaction between instructors and students in a correspondence course is limited, is not regular and substantive, and is primarily initiated by the student. If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course. A correspondence course is not distance education.

Recognized Postsecondary Credential

To qualify for Workforce Pell, a program must show that it results in a recognized postsecondary credential. Under 34 CFR Section 690.91, a "recognized postsecondary credential" includes an industry-recognized certificate or certification, a certificate of completion from a Registered Apprenticeship, a license recognized by a state or the federal government, or an associate or bachelor's degree. Institutions are required to specify in their application which credential the program is designed to deliver.

Stackability and Portability

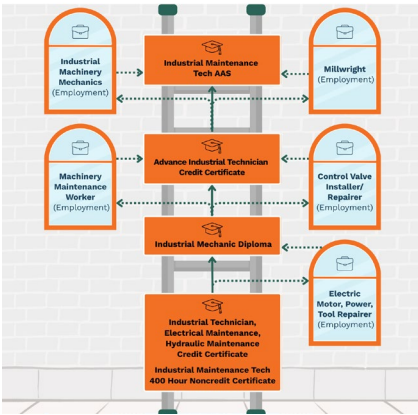
For purposes of Workforce Pell program approval, an Iowa Workforce Pell program leads to a recognized postsecondary credential that is stackable and portable or prepares a student for employment for which there is only one recognized postsecondary credential.

- "Stackable" means the postsecondary credential earned through the program can be combined with other postsecondary credentials to build up an individual's qualifications to help them to move along an academic or career pathway. The intent is that Workforce Pell programs must "stack" into a credit program at an institution to meet the certificate or degree requirements of that program.
- "Portable" means that the postsecondary credential earned is recognized and accepted for credit at other educational institutions, or the postsecondary credential meets employment requirements across other industries or businesses. The intent is for the postsecondary credential to offer both on and off ramps to employment and/or postsecondary education and training across an individual's academic and employment pathways.

Stackable Credentials

How Workforce Pell Programs Build up Successful Career Pathways

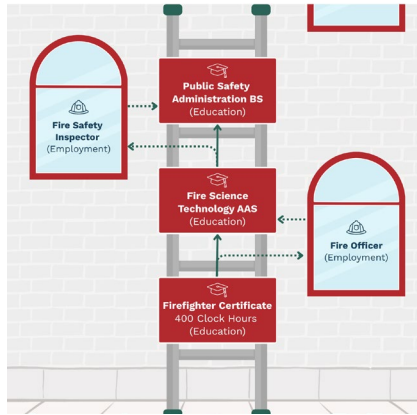
Example Pathway in the Advanced Manufacturing Profession



Stackable Credentials

How Workforce Pell Programs Build up Successful Career Pathways

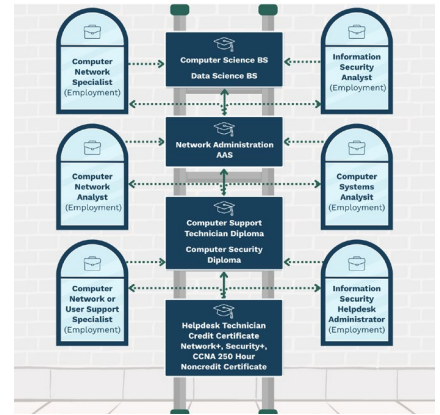
Example Pathway in the Firefighting Profession



Stackable Credentials

How Workforce Pell Programs Build up Successful Career Pathways

Example Pathway in the Information Technology Profession



Potential Stackability Evidence:

- List the recognized postsecondary credential that students will earn upon workforce program completion.
- Documented connection to additional credentials that may be earned after the workforce program.

Potential Portability Evidence:

- Articulation Agreements specifying the credit earned from a workforce program and applied to a receiving program.
- Credit for Prior Learning crosswalk from workforce program describing credit earned from a workforce program and applied to a receiving program.
- Employer documentation (at least 2 employers) of occupation competencies (real-time labor market information) required for hiring which has been aligned with workforce program competencies.
- Occupational license available to earn at the completion of the workforce program.

Academic Credit Assurance and Articulation

To be eligible for Workforce Pell, programs may be either credit or noncredit, but must ensure the credential earned will result in the awarding of academic credit applicable toward further postsecondary credentials either at the applicant institution) or at another postsecondary institution.

To demonstrate how Workforce Pell programs apply toward further education, each institution must document at least one of the following:

Academic Credit Awarded at the Applicant Institution

If the institution determines that a Workforce Pell program will articulate into a postsecondary credential within the same institution, it must submit documentation that meets the following conditions:

- Confirms the program has undergone program level review for academic credit articulation.
- Clearly identifies the specific certificate(s) or degree(s) to which the Workforce Pell program credit will apply.
- Demonstrates that the Workforce Pell program, without exception, will be treated uniformly with respect to credit applicability.
- Specifies that no additional assessments, proficiency exams, placement tests, or similar requirements may be imposed for the Workforce Pell credit to count toward the identified certificate(s) or degree(s).

Acceptable documentation may include, but is not limited to:

- A specific intra-institutional articulation agreement that clearly indicates the following:
 - The specific certificate(s) or degree(s) to which the Workforce Pell credit will apply.
 - Course-to-course mappings or program-to-program alignment showing how Workforce Pell content matches receiving institution requirements; may include crosswalk spreadsheets or equivalency tables.
 - Any GPA, credit hour, catalog year, or other eligibility requirements students must meet
 - Term of the agreement.
 - Explicit statement that no additional assessments, competency tests, placement exams, or proficiency requirements may be required by the receiving institution for the Workforce Pell credit to count toward the identified certificate(s) or degree(s).
- A governing board resolution
- A college catalog notation
- Another form of institutional documentation deemed sufficient by the Iowa Department of Education

Academic Credit Awarded by Another Institution

If the applicant institution determines that the Workforce Pell program will articulate into a postsecondary credential at another institution, it must submit:

- A written articulation or transfer-of-credit agreement with the receiving institution that clearly indicates the following:
 - The specific certificate(s) or degree(s) to which the Workforce Pell credit will apply.
 - Course-to-course mappings or program-to-program alignment showing how Workforce Pell content matches receiving institution requirements; may include crosswalk spreadsheets or equivalency tables.
 - Any GPA, credit hour, catalog year, or other eligibility requirements students must meet
 - Term of the agreement.
 - Explicit statement that no additional assessments, competency tests, placement exams, or proficiency requirements may be required by the receiving institution for the Workforce Pell credit to count toward the identified certificate(s) or degree(s).

Statewide Articulation Pathway

Institutions may meet academic credit assurance requirements by demonstrating that the Workforce Pell program leads to a credential included in a statewide articulation pathway. The institution must indicate which statewide articulation pathway that the Workforce Pell programs aligns with for academic credit assurance.

Alignment with Workforce Needs

To qualify as a Workforce Pell program, a program must prepare students for an occupation that aligns with high-skill, high-demand and high-wage occupations and within industries and occupations that are in demand. The current list is published on the State of Iowa [Workforce Pell website](#). Additionally, the site provides a SOC/CIP crosswalk to help eligible institutions determine whether a program's CIP code corresponds to an approved H3 occupation.

State Process for Determining High-Demand, High-Wage and High-Skill (H3) Occupation List

Iowa's definitions for high-demand, high-wage, and high-skill (H3) were originally set out in HF 2610, which established the following definitions:

- **“High-demand occupation”** means an occupation in which state, local, or regional labor market forecast shows occupational demand exceeding overall state, local or regional employer demand metrics (openings, numeric change, growth).
- **“High-skill occupation”** means an occupation with education or training requirements that include, but are not limited to, the completion of an apprenticeship program; industry-recognized credential; short-

term college credential, such as a certificate or diploma; non-credit college credential/certification; associate degree or higher; on-the-job training; or on-the-job credential/certification.

- **“High-wage occupation”** means an occupation for which at least three of five hourly wage/annual salary measurements for that occupation exceed the hourly wage/annual salary for all occupations in the state or region.

In developing the state’s H3 list, Iowa Workforce Development uses these definitions to draft an initial H3 list for consultation with the State Workforce Development Board (SWDB). The board then forwards any recommendation to the Governor’s office for final review and approval. The Governor-approved list, with specifically defined methodology for each H3 element, is available on [Iowa’s Workforce Pell website](#). The H3 occupation list is reviewed and approved a minimum of once every two years by both the SWDB and the Governor. The list also includes a crosswalk of occupational codes (SOCs) to academic program codes (CIPs). Only programs with a CIP that aligns to an H3 SOC are eligible for Workforce Pell approval.

Identification of In-Demand Occupations and Industry Sectors: H3 SOC Codes

Institutions should review the approved Workforce Pell H3 Occupation List with SOC-CIP Crosswalk spreadsheet for the list of Iowa’s approved H3 occupations. The H3 SOC codes have been matched with corresponding postsecondary programs (CIP) based on the [crosswalk](#) developed by the Bureau of Labor Statistics and the National Center for Education Statistics.

Employer Hiring Requirements

To assess whether a program meets employer hiring requirements, alignment between the program’s credential competencies and those needed for occupations within the relevant sector will be evaluated through input from state and local workforce development boards, industry sector partnerships, joint labor-management partnerships, and employer advisory councils. Registered Apprenticeship programs are considered to meet employer hiring requirements without further review. The application instructs institutions to submit documentation demonstrating employer validation of both program competencies and hiring demand.

Potential Employer Hiring Requirements Documentation

Such documentation may include, but is not limited to:

- Job postings
- Letters of support from employers
- Program advisory board minutes documenting program learning outcomes alignment with employer hiring requirements

Program Outcomes and Quality Metrics

Program Completion Rates

Institutions must attest and demonstrate that the program had a 70% completion rate in the previous 12 months. For purposes of Workforce Pell eligibility and reporting, completion means that a student has successfully fulfilled all academic and programmatic requirements necessary to earn the recognized postsecondary credential associated with the program. This includes:

- Meeting all instructional and program requirements within 150% of the program’s normal timeframe.
- Achieving credential attainment, such as a certificate, license, or other recognized postsecondary credential required for the completion of the program.

Potential Evidence of Program Completion Rates

Provide only de-identified data with the application. Do not include any personally identifiable information (PII). Examples include:

- Program completion reports showing enrolled vs. completed students over the defined period.
- State or accreditor reporting submissions that include completion rate data.

Job Placement Rates

Institutions must attest and demonstrate that the program has a 70% job placement rate. For award years 2026-27, 2027-28, and 2028-29 the job placement rate is calculated as the number of program exiters who are employed in the 2nd quarter after exiting the program. For award years 2029-30 and beyond, the job placement rate will be calculated as the percentage of students who are employed in the 2nd quarter after exiting the program in an occupation for which the program prepares students (or a comparable H3 occupation, as certified by the Governor).

Potential Data on Job Placement Rates

- Job placement tracking reports.
- State wage record data.

Affordability Benchmark: Median Earnings to Tuition and Fees

Until the federal value-added earnings data is available, the Workforce Pell program approval process will consider the tuition and fees charged by the institution to the student when deciding whether to approve the program. Additionally, the Workforce Pell program approval process will use state wage data for in-demand occupations as a reference point. Programs should demonstrate that expected first-year earnings of program completers exceed the sum of 150% of the federal poverty line and the program's tuition and fees.

The Iowa Department of Education will review tuition and mandatory fees, including any additional required costs charged by the institution such as books, supplies, or examination fees. These costs will be compared to the median annual wage for the related occupation, as provided by Iowa Workforce Development. For purposes of this review, anticipated first-year earnings will be calculated using the median annual wage for the occupation.

Potential Information on Median Earnings of Program Completers

- State wage record data showing post-completion earnings.
- Graduate follow-up surveys that collect self-reported earnings.
- Employer-reported wage data provided through verification forms.

Institutional Compliance and Accreditation

Title IV Approval Status

Workforce Pell programs must be offered by an institution that is already Title IV eligible.

Accreditation

To be eligible for Workforce Pell, the institution's accreditor must be approved by the U.S. Secretary of Education as listed in the Federal Register. Furthermore, the Workforce Pell program must be within the scope of the institution's accreditation.

Student Support and Services

Adverse Action History

Institutions must not have been subject to any suspension, emergency action, or termination of programs under Title IV by the U.S. Department of Education in the five years preceding the program's approval.

Workforce Pell Program Eligibility Requirements

The chart below shows the Workforce Pell eligibility requirements and the requirements that the Statewide Workforce Pell Implementation Team will review to determine eligibility.

Determination of Program Eligibility Table

Workforce Pell program eligibility requirement	Process for determining that eligibility requirement has been met
Program length is 150–599 clock hours, OR at least 4 but less than 16 semester or trimester hours, OR at least 6 but less than 24 quarter hours.	This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant, as well as any other information available to the Department.
Program weeks of instruction is a minimum of 8 weeks but less than 15 weeks.	This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant, as well as any other information available to the Department.
Program aligns to a state-approved high-demand, high-wage, high-skill (H3) occupation.	This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant, as well as any other information available to the Department. Department staff will verify that the program's CIP aligns with the H3 occupation list as published on the state's Workforce Pell website .
Program has a 70% completion rate, defined as the percentage of students that successfully complete all program requirements within 150% normal completion time.	This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant, as well as any other information available to the Department.
Program has a 70% job placement rate, defined as the percentage of students that are employed in the 2nd quarter after exiting the program (for 2026-27, 2027-28, and 2028-29 award years).	This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant, as well as any other information available to the Department.
Program leads to a recognized postsecondary credential.	This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant. The Iowa State Workforce Development Board (SWDB) will consult on the extent to which a program application meets this requirement during the state approval process.
Program meets the hiring requirements of employers.	This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant. The Iowa State Workforce Development Board (SWDB) will consult on the extent to which a program application meets this requirement during the state approval process.
Program meets all institutional and program requirements outlined by the institution's accreditor.	This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant.

<p>Program is likely to pass a value-added earnings (VAE) test, which requires that completers who received a Pell Grant and are working have annual income (for the first calendar year following program completion) that is greater than the sum of tuition and fees and 150% of the federal poverty line (for a single individual)</p>	<p>This will be verified by the federal government (when applicable data is available), but it is also pre-verified by Department staff using data available to the Department.</p>
<p>Program has been in existence for at least one year prior to the date of the governor’s approval of the program, during which time program eligibility requirements were met.</p>	<p>This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant, as well as any other information available to the Department.</p>
<p>Program articulates to academic credit.</p>	<p>Programs may be either credit or noncredit, but must ensure the awarding of academic credit applicable toward further postsecondary credentials at the applicant institution (if the applicant institution is able to award academic credit) or at another institution.</p> <p>If the applicant institution determines that the Workforce Pell program will articulate into a postsecondary credential at another institution, it must submit a written articulation or transfer-of-credit agreement with the receiving institution.</p>
<p>Program is “<i>stackable</i>” (unless the program prepares a student for a field that only recognizes a single, terminal credential). Stackable means that the program is part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathway to different and potentially higher-paying jobs.</p>	<p>Stackability will be verified via articulation agreements.</p> <p>The Iowa State Workforce Development Board (SWDB) will also consult on the extent to which a program application meets this requirement during the state approval process.</p>
<p>Program is “<i>portable</i>” (unless the program prepares a student for a field that only recognizes a single, terminal credential). Portable means the credential earned is recognized and accepted as verifying the qualifications of an individual in other settings such as other educational institutions, other industries or business or other geographic areas.</p>	<p>Portability will be verified via application questions.</p> <p>The Iowa State Workforce Development Board (SWDB) will also consult on the extent to which a program application meets this requirement during the state approval process.</p>
<p>A third party does not provide more than 25% of the program’s instruction.</p>	<p>This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant.</p>
<p>Program does not include correspondence coursework or coursework offered under a study abroad program.</p>	<p>This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant.</p>
<p>The institution providing the Workforce Pell program is approved to participate in Title IV programs</p>	<p>This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant.</p> <p>This will be verified by the Bureau of Iowa College Aid at the time of application.</p>
<p>The institution providing the Workforce Pell program has not been subject to any suspension, emergency action, or termination of programs under Title IV by the U.S. Department of Education in the five years preceding the program’s approval.</p>	<p>This will be verified via application questions and certification of application data accuracy by the Workforce Pell applicant.</p> <p>This will be verified by the Bureau of Iowa College Aid at the time of application.</p>

Program Approval Process

Eligible postsecondary institutions in Iowa who are accredited and eligible to award Title IV Federal financial aid may submit an application to have their programs reviewed for approval for Workforce Pell.

State of Iowa applications open for the 2026-27 award year on April 1, 2026, with anticipation of the law going into effect on July 1, 2026. Interested institutions should:

1. Identify Programs: Evaluate existing noncredit and credit certificate programs for alignment with Iowa's H3 list and federal standards.
2. Complete the State of Iowa's Workforce Pell Application on the state's [Workforce Pell website](#).
3. Program applications will route through the Department of Education for preliminary review by the Statewide Workforce Pell Implementation Team, then be referred to the State Workforce Development Board for consultation, and forwarded to the Governor's office for final state approval.
4. State approved programs will be forwarded to the US Department of Education for federal approval.
 - a) Applications will need to be received by the May 15 deadline for the earliest possible approval and eligibility for Workforce Pell.

The Statewide Workforce Pell Implementation Team will screen applications to determine if submitted programs meet Workforce Pell requirements. A summary of application details, along with an initial determination of eligibility based on the committee's review of application materials, will be shared with the State Workforce Development Board (SWDB) for review. The SWDB will make a recommendation on each application and submit those recommendations to the Governor for a final program approval determination.

State approved programs will be certified and documented in accordance with federal requirements. The Iowa Workforce Pell website will have the published list of approved programs. Denied programs will receive a response from the Iowa Department of Education documenting the reason for the denial.

Annual Attestation and Ongoing Compliance Requirements

Annually, institutions with approved Workforce Pell programs are required to submit documentation and an attestation confirming that the program continues to satisfy all eligibility requirements. Institutions must certify that no material changes have been made to the program's structure, curriculum, delivery method, employer alignment, or credential outcomes without prior notification to and approval from the Governor's Office.

Additionally, institutions must provide verified annual documentation demonstrating that the program maintains a minimum 70% completion rate and must submit the data necessary to establish a 70% job placement rate, as defined in this policy. Failure to provide complete and accurate annual documentation may result in program review and could lead to suspension or revocation of approval.

Appeal Process

Applicants who have had Workforce Pell programs denied by the state may appeal the decision. Appeals should be submitted as follows:

1. Within 30 calendar days from the date of the denial notice, the applicant may file an appeal with the Iowa Department of Education by submitting in writing a statement appealing the denial and information why the training program should be eligible.
2. Applicants should include any documentation pertaining to the program that could support the appeal.
3. The written appeal should be submitted to the Iowa Department of Education at workforcepell@iowa.gov.

The Iowa Department of Education will review the appeal using the provided information submitted and issue a written decision within 30 calendar days of the receipt of the appeal.

Frequently Asked Questions

Q1. Can programs be removed after approval, or added for future consideration? How will changes be communicated?

Per federal law, the Iowa Department of Education will be required to monitor program compliance while programs are Workforce Pell eligible, as well as re-certify each institution's programs when they renew their Program Participation Agreement with Federal Student Aid. The details around this process are still being finalized in federal rulemaking and will be a topic of discussion at regional stakeholder discussions later this year.

Q2. I am concerned about the data requirements as it will be difficult to collect salary information, etc. from previous students in these programs.

The institutions will not be required to collect earnings information from students. Some institutions may need to submit student-level data that allows the state to evaluate program completers' earnings using state data.

Q3. Will students need to apply individually for Workforce Pell?

Students complete only the FAFSA to apply for the Federal Pell Grant. If the student enrolls in an approved Workforce Pell Grant program, the school will be responsible for indicating this on the student's FAFSA record.

The institution will be required to apply to the Iowa Department of Education for each eligible program that they offer. The Governor will approve individual Workforce Pell programs and submit the list to the U.S. Secretary of Education. The U.S. Department of Education will develop a process to award Workforce Pell grants to individual students through Federal Student Aid. Students will need to complete a FAFSA (Free Application for Federal Student Aid).

Q4. If an institution makes minor adjustments to an existing program (such as increasing instructional hours to meet minimum eligibility requirements), will the program still need to be offered for one year before becoming eligible for Workforce Pell funding? Or can modified existing programs qualify without an additional waiting period?

The one-year eligibility period may restart if a program undergoes substantial changes. However, limited modifications to an existing program may not trigger a new waiting period. As a general guideline, changes affecting less than 25% of the program's content or total instructional hours may be considered non-substantive. In these cases, institutions may be able to seek approval without restarting the one-year clock.

Iowa Workforce Pell Application Guidance Manual Change Summary

There have been no changes included in this version of the 2026-27 Iowa Workforce Pell Application Guidance Manual.

Version	Volume	Section	Change
NONE			

Central Iowa LWDA

SOC Code	Occupational Group/Title	2022 Estimated ¹	2032 Projected ¹	Numeric Change	Annual Growth Rate (%) ¹	Total Annual Openings/Average Count=109 ¹	Hourly Wage 10th Percentile	Hourly Wage 25th Percentile	Hourly Wage 50th Percentile	Hourly Wage 75th Percentile	Hourly Wage 90th Percentile	Typical Education/Training Needed for Entry ²	Typical on-the-job Training Needed to Attain Competency in the Occupation ²
00-0000	Total, All Occupations	483,070	521,230	38,160	0.8	57,675	\$14.14	\$17.84	\$24.19	\$36.72	\$51.80		
13-1031	Claims Adjusters, Examiners, and Investigators	1,790	1,725	-65	-0.4	110	\$23.74	\$28.49	\$30.97	\$38.95	\$47.49	High school diploma or equivalent	Long-term on-the-job training
17-2081	Environmental Engineers	120	130	10	0.8	10	\$30.78	\$35.77	\$44.24	\$52.12	\$54.74	Bachelor's degree	None
19-1011	Animal Scientists	110	120	10	0.9	10	\$22.97	\$35.13	\$41.02	\$54.03	\$89.54	Bachelor's degree	None
19-1013	Soil and Plant Scientists	665	730	65	1.0	60	\$23.10	\$29.95	\$36.47	\$50.23	\$63.48	Bachelor's degree	None
19-1023	Zoologists and Wildlife Biologists	85	95	10	1.2	10	\$26.32	\$35.34	\$38.74	\$44.92	\$65.10	Bachelor's degree	None
19-4092	Forensic Science Technicians	70	80	10	1.4	10	\$16.46	\$27.53	\$33.87	\$46.74	\$46.74	Bachelor's degree	Moderate-term on-the-job training
25-1194	Career/Technical Education Teachers, Postsecondary	390	425	35	0.9	35	\$22.94	\$24.34	\$27.51	\$38.34	\$48.55	Bachelor's degree	None
27-1024	Graphic Designers	885	955	75	0.8	80	\$16.54	\$20.77	\$24.59	\$30.00	\$34.98	Bachelor's degree	None
27-3092	Court Reporters and Simultaneous Captioners	70	75	10	1.4	10	\$28.80	\$31.72	\$42.93	\$47.46	\$59.17	Postsecondary nondegree award	Short-term on-the-job training
43-4131	Loan Interviewers and Clerks	1,780	1,870	90	0.5	160	\$19.22	\$22.61	\$24.74	\$29.83	\$32.45	High school diploma or equivalent	Short-term on-the-job training
51-8021	Stationary Engineers and Boiler Operators	60	70	5	0.8	10	\$28.85	\$31.81	\$32.35	\$35.18	\$36.76	High school diploma or equivalent	Long-term on-the-job training
SOC Code	Occupational Group/Title	2022 Estimated ¹	2032 Projected ¹	Numeric Change	Annual Growth Rate (%) ¹	Total Annual Openings/Average Count=109 ¹	Salary 10th Percentile	Salary 25th Percentile	Salary 50th Percentile	Salary 75th Percentile	Salary 90th Percentile	Typical Education/Training Needed for Entry ²	Typical on-the-job Training Needed to Attain Competency in the Occupation ²
00-0000	Total, All Occupations	483,070	521,230	38,160	0.8	57,675	\$29,409.00	\$37,111.00	\$50,324.00	\$76,367.00	\$107,735.00		
25-1067	Sociology Teachers, Postsecondary	75	85	10	1.3	10	\$50,703.00	\$50,703.00	\$76,776.00	\$97,853.00	\$126,401.00	Doctoral or professional degree	None
25-1192	Family and Consumer Sciences Teachers, Postsecondary	90	100	10	1.1	10	\$46,075.00	\$59,273.00	\$76,334.00	\$96,031.00	\$127,259.00	Doctoral or professional degree	None
25-2032	Career/Technical Education Teachers, Secondary School	210	225	20	1.0	15	\$41,755.00	\$49,180.00	\$58,956.00	\$73,985.00	\$82,738.00	Bachelor's degree	None
25-2057	Special Education Teachers, Middle School	260	285	25	1.0	20	\$40,952.00	\$46,756.00	\$61,372.00	\$61,495.00	\$70,988.00	Bachelor's degree	None

High demand = Annual Growth rate that exceeds the annual growth rate of 'All occupations' OR exceeds the total average annual openings of 'All occupations'

High Wage = Exceeds hourly wage/annual salary of 'All occupations' in three of the five wage distribution categories (10th percentile, 25th percentile, 50th percentile, 75th percentile, 90th percentile).

High Skill = Occupation that typically requires education or training that exceeds 'High school diploma or equivalent' or requires additional training.

Source:¹Iowa Workforce Development, Occupational Forecast 2022-2032
Source:²Education & Training Assignments by detailed occupation: <https://www.bls.gov/emp/tables/education-and-training-by-occupation.htm>

East Central LWDA

SOC Code	Occupational Group/Title	2022 Estimated ¹	2032 Projected ¹	Numeric Change	Annual Growth Rate (%) ¹	Total Annual Openings/Average Count=74 ¹	Hourly Wage 10th Percentile	Hourly Wage 25th Percentile	Hourly Wage 50th Percentile	Hourly Wage 75th Percentile	Hourly Wage 90th Percentile	Typical Education/Training Needed for Entry ²	Typical on-the-job Training Needed to Attain Competency in the Occupation ²
00-0000	Total, All Occupations	267,155	291,185	24,030	0.9	32,560	\$13.74	\$17.39	\$23.38	\$33.98	\$48.56		
11-9051	Food Service Managers	375	410	35	0.9	45	\$23.19	\$24.39	\$32.34	\$41.41	\$51.28	High school diploma or equivalent	Short-term on-the-job training
19-1029	Biological Scientists, All Other	100	110	10	1.0	10	\$21.75	\$31.71	\$31.77	\$43.01	\$51.17	Bachelor's degree	None
29-2099	Health Technologists & Technicians, All Other	205	225	25	1.2	15	\$18.25	\$19.70	\$24.88	\$30.02	\$37.84	Postsecondary nondegree award	None
43-3021	Billing & Posting Clerks	875	920	45	0.5	95	\$18.83	\$20.97	\$23.38	\$27.16	\$30.67	High school diploma or equivalent	Moderate-term on-the-job training
43-4061	Eligibility Interviewers, Government Programs	105	115	10	1.0	10	\$17.84	\$21.82	\$27.41	\$31.92	\$31.92	High school diploma or equivalent	Moderate-term on-the-job training
43-5011	Cargo & Freight Agents	190	230	40	2.1	25	\$17.95	\$21.70	\$24.36	\$29.67	\$33.83	High school diploma or equivalent	Short-term on-the-job training
45-2011	Agricultural Inspectors	50	55	5	1.0	10	\$20.55	\$22.18	\$25.28	\$31.60	\$46.08	Bachelor's degree	Moderate-term on-the-job training
51-9111	Packaging & Filling Machine Operators & Tenders	1,455	1,590	140	1.0	175	\$17.53	\$20.31	\$31.53	\$36.53	\$37.79	High school diploma or equivalent	Moderate-term on-the-job training
00-0000	Total, All Occupations	267,155	291,185	24,030	0.9	32,560	\$28,582.00	\$36,173.00	\$48,629.00	\$70,677.00	\$101,015.0		
25-1067	Sociology Teachers, Postsecondary	75	85	10	1.3	10	\$56,745.00	\$56,745.00	\$74,433.00	\$78,036.00	\$78,036.00	Doctoral or professional degree	None
25-2057	Special Education Teachers, Middle School	200	220	20	1.0	15	\$40,192.00	\$48,472.00	\$58,933.00	\$64,188.00	\$79,543.00	Bachelor's degree	None
27-2022	Coaches & Scouts	875	1,010	135	1.5	130	\$18,163.00	\$27,355.00	\$48,947.00	\$77,466.00	\$105,896.00	Bachelor's degree	None

High demand = Annual Growth rate that exceeds the annual growth rate of 'All occupations' OR exceeds the total average annual openings of 'All occupations'
 High Wage = Exceeds hourly wage/annual salary of 'All occupations' in three of the five wage distribution categories (10th percentile, 25th percentile, 50th percentile, 75th percentile, 90th percentile).
 High Skill = Occupation that typically requires education or training that exceeds 'High school diploma or equivalent' or requires additional training.

Source:¹Iowa Workforce Development, Occupational Forecast 2022-2032
²Education & Training Assignments by detailed occupation: <https://www.bls.gov/emp/tables/education-and-training-by-occupation.htm>

Iowa Plains LWDA

SOC Code	Occupational Group/Title	2022 Estimated ¹	2032 Projected ¹	Numeric Change	Annual Growth Rate (%) ¹	Total Annual Openings/Average Count=97 ¹	Hourly Wage 10th Percentile	Hourly Wage 25th Percentile	Hourly Wage 50th Percentile	Hourly Wage 75th Percentile	Hourly Wage 90th Percentile	Typical Education/Training Needed for Entry ²	Typical on-the-job Training Needed to Attain Competency in the Occupation ²
00-0000	Total, All Occupations	350,890	368,435	17,545	0.5	42,135	\$13.34	\$17.00	\$21.99	\$29.40	\$40.00		
13-1075	Labor Relations Specialists	150	160	10	0.7	15	\$28.58	\$30.98	\$37.58	\$39.25	\$53.85	Bachelor's degree	None
13-2082	Tax Preparers	180	190	15	0.8	20	\$14.97	\$17.56	\$26.66	\$37.42	\$47.83	High school diploma or equivalent	Moderate-term on-the-job training
19-1012	Food Scientists & Technologists	160	170	10	0.6	15	\$22.02	\$25.32	\$30.15	\$39.12	\$46.78	Bachelor's degree	None
19-4013	Food Science Technicians	165	175	10	0.6	25	\$19.41	\$21.06	\$23.39	\$29.44	\$30.18	Associate's degree	Moderate-term on-the-job training
21-1092	Probation Officers & Correctional Treatment Specialists	150	160	10	0.7	15	\$27.43	\$29.41	\$37.20	\$39.92	\$47.20	Bachelor's degree	Moderate-term on-the-job training
21-1099	Community & Social Service Specialists, All Other	200	230	30	1.5	25	\$13.43	\$17.18	\$22.02	\$22.92	\$25.98	Bachelor's degree	None
27-3041	Editors	125	140	10	0.8	15	\$17.92	\$20.79	\$22.28	\$30.41	\$40.31	Bachelor's degree	None
41-2022	Parts Salespersons	1,020	1,020	5	4.9	120	\$13.86	\$17.61	\$22.30	\$26.90	\$29.25	No formal educational credential	Moderate-term on-the-job training
43-3031	Bookkeeping, Accounting, & Auditing Clerks	5,145	4,930	-210	-0.4	560	\$14.85	\$18.09	\$22.12	\$25.15	\$29.87	Some college, no degree	Moderate-term on-the-job training
43-5011	Cargo & Freight Agents	180	205	25	1.4	20	\$18.23	\$21.20	\$23.03	\$26.21	\$32.81	High school diploma or equivalent	Short-term on-the-job training
43-5071	Shipping, Receiving, & Inventory Clerks	1,575	1,490	-85	-0.5	145	\$16.88	\$18.96	\$22.25	\$24.29	\$30.26	High school diploma or equivalent	Short-term on-the-job training
47-2051	Cement Masons & Concrete Finishers	685	730	50	0.7	60	\$18.15	\$21.27	\$23.90	\$29.54	\$34.31	No formal educational credential	Moderate-term on-the-job training
47-2181	Roofers	205	235	30	1.5	20	\$17.58	\$18.96	\$22.18	\$23.27	\$30.79	No formal educational credential	Moderate-term on-the-job training
47-2211	Sheet Metal Workers	225	250	20	0.9	25	\$18.63	\$21.83	\$30.31	\$36.36	\$40.04	High school diploma or equivalent	Apprenticeship
49-2098	Security & Fire Alarm Systems Installers	75	75	5	0.7	10	\$19.04	\$24.44	\$28.55	\$33.98	\$34.79	High school diploma or equivalent	Moderate-term on-the-job training
49-9099	Installation, Maintenance, & Repair Workers, All Other	295	310	15	0.5	30	\$17.00	\$18.81	\$22.28	\$26.83	\$31.22	High school diploma or equivalent	Moderate-term on-the-job training
51-2090	Miscellaneous Assemblers & Fabricators	3,490	3,445	-45	-0.1	360	\$16.71	\$19.04	\$22.08	\$23.57	\$27.55	High school diploma or equivalent	Moderate-term on-the-job training
51-3091	Food & Tobacco Roasting, Baking, & Drying Machine Operators & Tenders	120	130	10	0.8	15	\$21.69	\$21.97	\$22.33	\$23.38	\$30.67	No formal educational credential	Moderate-term on-the-job training
51-9023	Mixing & Blending Machine Setters, Operators, & Tenders	915	965	50	0.5	100	\$18.73	\$19.62	\$22.00	\$24.75	\$30.53	High school diploma or equivalent	Moderate-term on-the-job training
51-9041	Extruding, Forming, Pressing, & Compacting Machine Setters, Operators, & Tenders	170	180	10	0.6	20	\$19.51	\$22.61	\$22.81	\$25.16	\$29.58	High school diploma or equivalent	Moderate-term on-the-job training
51-9124	Coating, Painting, & Spraying Machine Setters, Operators, & Tenders	615	650	35	0.6	60	\$17.87	\$19.66	\$22.60	\$24.87	\$28.38	High school diploma or equivalent	Moderate-term on-the-job training
51-9199	Production Workers, All Other	1,545	1,660	115	0.7	185	\$15.19	\$17.32	\$22.90	\$23.78	\$27.32	High school diploma or equivalent	Moderate-term on-the-job training
53-7051	Industrial Truck & Tractor Operators	2,660	2,810	150	0.6	280	\$18.28	\$19.39	\$22.12	\$23.84	\$28.02	No formal educational credential	Short-term on-the-job training

High demand = Annual Growth rate that exceeds the annual growth rate of 'All occupations' OR exceeds the total average annual openings of 'All occupations'
 High Wage = Exceeds hourly wage/annual salary of 'All occupations' in three of the five wage distribution categories (10th percentile, 25th percentile, 50th percentile, 75th percentile, 90th percentile).
 High Skill = Occupation that typically requires education or training that exceeds 'High school diploma or equivalent' or requires additional training.

Source: ¹Iowa Workforce Development, Occupational Forecast 2022-2032
 Source: ²Education & Training Assignments by detailed occupation: <https://www.bls.gov/emp/tables/education-and-training-by-occupation.htm>

Mississippi Valley LWDA

SOC Code	Occupational Group/Title	2022 Estimated ¹	2032 Projected ¹	Numeric Change	Annual Growth Rate (%) ¹	Total Annual Openings/Average Count=66 ¹	Hourly Wage 10th Percentile	Hourly Wage 25th Percentile	Hourly Wage 50th Percentile	Hourly Wage 75th Percentile	Hourly Wage 90th Percentile	Typical Education/Training Needed for Entry ²	Typical on-the-job Training Needed to Attain Competency in the Occupation ²
00-0000	Total, All Occupations	194,640	208,855	14,215	0.7	24,070	\$13.35	\$16.95	\$22.36	\$30.48	\$43.55		
21-1099	Community & Social Service Specialists, All Other	105	120	10	1.0	10	\$17.86	\$17.88	\$22.92	\$25.13	\$27.94	Bachelor's degree	None
43-3031	Bookkeeping, Accounting, & Auditing Clerks	2,275	2,225	-50	-0.2	255	\$15.72	\$18.79	\$22.46	\$25.69	\$29.87	Some college, no degree	Moderate-term on-the-job training
43-4061	Eligibility Interviewers, Government Programs	115	120	10	0.9	10	\$20.92	\$22.25	\$25.89	\$31.92	\$31.92	High school diploma or equivalent	Moderate-term on-the-job training
43-5071	Shipping, Receiving, & Inventory Clerks	1,130	1,090	-40	-0.4	110	\$16.64	\$18.75	\$22.65	\$26.22	\$30.40	High school diploma or equivalent	Short-term on-the-job training
45-2011	Agricultural Inspectors	60	65	5	0.8	10	\$20.60	\$22.27	\$26.33	\$28.85	\$36.69	Bachelor's degree	Moderate-term on-the-job training
47-2181	Roofers	150	170	20	1.3	15	\$17.10	\$21.06	\$22.53	\$31.12	\$34.93	No formal educational credential	Moderate-term on-the-job training
47-2211	Sheet Metal Workers	200	215	15	0.8	20	\$20.89	\$22.60	\$30.33	\$36.79	\$41.56	High school diploma or equivalent	Apprenticeship
49-3092	Recreational Vehicle Service Technicians	70	85	15	2.1	10	\$16.87	\$19.23	\$23.50	\$28.88	\$32.79	High school diploma or equivalent	Long-term on-the-job training
49-9051	Electrical Power-Line Installers & Repairers	245	260	20	0.8	20	\$29.41	\$37.60	\$46.90	\$49.46	\$51.10	High school diploma or equivalent	Long-term on-the-job training
51-9111	Packaging & Filling Machine Operators & Tenders	1,045	1,110	65	0.6	120	\$17.12	\$18.76	\$22.95	\$24.03	\$29.47	High school diploma or equivalent	Moderate-term on-the-job training
53-7051	Industrial Truck & Tractor Operators	1,740	1,920	175	1.0	195	\$17.90	\$19.27	\$22.62	\$23.39	\$27.67	No formal educational credential	Short-term on-the-job training

SOC Code	Occupational Group/Title	2022 Estimated ¹	2032 Projected ¹	Numeric Change	Annual Growth Rate (%) ¹	Total Annual Openings/Average Count=66 ¹	Salary 10th Percentile	Salary 25th Percentile	Salary 50th Percentile	Salary 75th Percentile	Salary 90th Percentile	Typical Education/Training Needed for Entry ²	Typical on-the-job Training Needed to Attain Competency in the Occupation ²
00-0000	Total, All Occupations	194,640	208,855	14,215	0.7	24,070	\$27,774.00	\$35,264.00	\$46,508.00	\$63,397.00	\$90,578.00		
25-2032	Career/Technical Education Teachers, Secondary School	115	125	10	0.9	10	\$44,243.00	\$49,683.00	\$59,854.00	\$71,717.00	\$81,148.00	Bachelor's degree	None
25-2057	Special Education Teachers, Middle School	115	120	10	0.9	10	\$38,821.00	\$49,381.00	\$59,645.00	\$74,560.00	\$80,105.00	Bachelor's degree	None

High demand = Annual Growth rate that exceeds the annual growth rate of 'All occupations' OR exceeds the total average annual openings of 'All occupations'
 High Wage = Exceeds hourly wage/annual salary of 'All occupations' in three of the five wage distribution categories (10th percentile, 25th percentile, 50th percentile, 75th percentile, 90th percentile).
 High Skill = Occupation that typically requires education or training that exceeds 'High school diploma or equivalent' or requires additional training.

Source:¹Iowa Workforce Development, Occupational Forecast 2022-2032
²Education & Training Assignments by detailed occupation: <https://www.bls.gov/emp/tables/education-and-training-by-occupation.htm>

Northeast Iowa LWDA

SOC Code	Occupational Group/Title	2022 Estimated ¹	2032 Projected ¹	Numeric Change	Annual Growth Rate (%) ¹	Total Annual Openings/Average Count=80 ¹	Hourly Wage 10th Percentile	Hourly Wage 25th Percentile	Hourly Wage 50th Percentile	Hourly Wage 75th Percentile	Hourly Wage 90th Percentile	Typical Education/Training Needed for Entry ²	Typical on-the-job Training Needed to Attain Competency in the Occupation ²
00-0000	Total, All Occupations	278,395	296,260	17,865	0.6	33,675	\$13.41	\$17.17	\$22.49	\$30.02	\$42.90		
11-9051	Food Service Managers	395	430	30	0.8	50	\$21.63	\$23.44	\$30.58	\$39.85	\$47.31	High school diploma or equivalent	Short-term on-the-job training
13-2082	Tax Preparers	120	130	10	0.8	15	\$15.58	\$23.00	\$27.72	\$32.76	\$39.22	High school diploma or equivalent	Moderate-term on-the-job training
17-3011	Architectural and Civil Drafters	160	175	15	0.9	20	\$22.64	\$26.29	\$29.93	\$33.74	\$39.61	Associate's degree	None
17-3022	Civil Engineering Technologists and Technicians	155	160	10	0.6	15	\$21.19	\$27.39	\$32.38	\$37.24	\$42.27	Associate's degree	None
17-3031	Surveying and Mapping Technicians	60	70	5	0.8	10	\$14.23	\$23.88	\$27.41	\$30.84	\$37.80	High school diploma or equivalent	Moderate-term on-the-job training
19-4071	Forest and Conservation Technicians	75	80	5	0.7	10	\$17.40	\$20.25	\$23.04	\$29.18	\$31.73	Associate's degree	None
21-1092	Probation Officers and Correctional Treatment Specialists	85	90	10	1.2	10	\$26.89	\$32.08	\$42.30	\$45.24	\$45.24	Bachelor's degree	Moderate-term on-the-job training
21-1099	Community and Social Service Specialists, All Other	195	220	30	1.5	25	\$19.23	\$21.26	\$22.84	\$25.43	\$26.73	Bachelor's degree	None
27-1024	Graphic Designers	345	370	25	0.7	30	\$16.68	\$18.72	\$23.08	\$28.42	\$33.47	Bachelor's degree	None
43-5011	Cargo and Freight Agents	65	75	10	1.5	10	\$20.13	\$20.26	\$24.73	\$26.48	\$30.67	High school diploma or equivalent	Short-term on-the-job training
47-2211	Sheet Metal Workers	190	205	15	0.8	20	\$20.64	\$22.69	\$29.41	\$30.85	\$37.30	High school diploma or equivalent	Apprenticeship
49-3092	Recreational Vehicle Service Technicians	105	125	20	1.9	15	\$18.28	\$22.65	\$23.60	\$28.37	\$28.50	High school diploma or equivalent	Long-term on-the-job training
51-2028	Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	635	700	60	0.9	75	\$17.80	\$20.96	\$22.57	\$24.82	\$25.18	High school diploma or equivalent	Moderate-term on-the-job training
51-2090	Miscellaneous Assemblers and Fabricators	3,985	4,040	55	0.1	430	\$17.33	\$19.81	\$23.08	\$23.62	\$28.16	High school diploma or equivalent	Moderate-term on-the-job training
51-9161	Computer Numerically Controlled Tool Operators	1,390	1,390	0	0.0	125	\$20.63	\$23.28	\$24.37	\$29.16	\$31.25	High school diploma or equivalent	Moderate-term on-the-job training
51-9198	Helpers—Production Workers	890	830	-60	-0.7	130	\$17.50	\$19.04	\$22.94	\$23.48	\$24.23	High school diploma or equivalent	Short-term on-the-job training
51-9199	Production Workers, All Other	835	880	45	0.5	95	\$17.48	\$18.40	\$23.22	\$23.41	\$27.87	High school diploma or equivalent	Moderate-term on-the-job training
53-7051	Industrial Truck and Tractor Operators	1,770	1,870	100	0.6	185	\$17.87	\$19.05	\$23.15	\$24.32	\$27.52	No formal educational credential	Short-term on-the-job training

High demand = Annual Growth rate that exceeds the annual growth rate of 'All occupations' OR exceeds the total average annual openings of 'All occupations'
 High Wage = Exceeds hourly wage/annual salary of 'All occupations' in three of the five wage distribution categories (10th percentile, 25th percentile, 50th percentile, 75th percentile, 90th percentile).
 High Skill = Occupation that typically requires education or training that exceeds 'High school diploma or equivalent' or requires additional training.

Source:¹Iowa Workforce Development, Occupational Forecast 2022-2032
²Education & Training Assignments by detailed occupation: <https://www.bls.gov/emp/tables/education-and-training-by-occupation.htm>

South Central LWDA

SOC Code	Occupational Group/Title	2022 Estimated ¹	2032 Projected ¹	Numeric Change	Annual Growth Rate (%) ¹	Total Annual Openings/Average Count=51 ¹	Hourly Wage 10th Percentile	Hourly Wage 25th Percentile	Hourly Wage 50th Percentile	Hourly Wage 75th Percentile	Hourly Wage 90th Percentile	Typical Education/Training Needed for Entry ²	Typical on-the-job Training Needed to Attain Competency in the Occupation ²
00-0000	Total, All Occupations	115,390	120,335	4,945	0.4	13,475	\$13.08	\$16.72	\$21.83	\$28.97	\$39.60		
11-9051	Food Service Managers	90	95	5	0.6	10	\$22.29	\$26.92	\$28.67	\$37.54	\$45.56	High school diploma or equivalent	Short-term on-the-job training
19-4071	Forest & Conservation Technicians	105	105	5	0.5	15	\$17.96	\$19.94	\$23.16	\$27.53	\$31.73	Associate's degree	None
27-1024	Graphic Designers	110	120	10	0.9	10	\$16.34	\$18.21	\$22.04	\$28.64	\$35.90	Bachelor's degree	None
43-3031	Bookkeeping, Accounting, & Auditing Clerks	1,630	1,565	-65	-0.4	180	\$13.88	\$17.56	\$21.84	\$24.71	\$28.91	Some college, no degree	Moderate-term on-the-job training
47-2211	Sheet Metal Workers	190	205	10	0.5	20	\$20.88	\$20.90	\$23.10	\$23.21	\$31.75	High school diploma or equivalent	Apprenticeship
49-3021	Automotive Body & Related Repairers	90	95	5	0.6	10	\$14.34	\$19.02	\$23.34	\$29.23	\$34.43	High school diploma or equivalent	Long-term on-the-job training
49-9051	Electrical Power-Line Installers & Repairers	160	170	10	0.6	15	\$29.39	\$37.74	\$46.21	\$48.21	\$50.07	High school diploma or equivalent	Long-term on-the-job training
49-9099	Installation, Maintenance, & Repair Workers, All Other	95	110	10	1.1	10	\$17.00	\$18.50	\$22.58	\$27.34	\$35.99	High school diploma or equivalent	Moderate-term on-the-job training
51-2028	Electrical, Electronic, & Electromechanical Assemblers, Except Coil Winders, Tapers, & Finishers	145	160	15	1.0	20	\$17.69	\$21.82	\$22.94	\$22.94	\$22.94	High school diploma or equivalent	Moderate-term on-the-job training
51-3023	Slaughtering & Meat Packers	980	985	5	5.1	115	\$18.50	\$18.53	\$21.85	\$21.97	\$22.08	No formal educational credential	Short-term on-the-job training
51-4072	Molding, Coremaking, & Casting Machine Setters, Operators, & Tenders, Metal & Plastic	210	235	25	1.2	20	\$15.51	\$18.05	\$23.04	\$23.91	\$28.58	High school diploma or equivalent	Moderate-term on-the-job training
51-9023	Mixing & Blending Machine Setters, Operators, & Tenders	190	200	10	0.5	20	\$18.92	\$20.49	\$22.13	\$22.97	\$30.78	High school diploma or equivalent	Moderate-term on-the-job training
51-9111	Packaging & Filling Machine Operators & Tenders	630	695	65	1.0	75	\$18.48	\$18.50	\$23.60	\$24.47	\$30.01	High school diploma or equivalent	Moderate-term on-the-job training
51-9124	Coating, Painting, & Spraying Machine Setters, Operators, & Tenders	190	205	10	0.5	20	\$17.69	\$21.54	\$23.36	\$25.25	\$28.38	High school diploma or equivalent	Moderate-term on-the-job training
53-7051	Industrial Truck & Tractor Operators	830	885	55	0.7	90	\$18.23	\$19.14	\$22.38	\$24.51	\$29.09	No formal educational credential	Short-term on-the-job training

High demand = Annual Growth rate that exceeds the annual growth rate of 'All occupations' OR exceeds the total average annual openings of 'All occupations'
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 High Skill = Occupation that typically requires education or training that exceeds 'High school diploma or equivalent' or requires additional training.

Source:¹Iowa Workforce Development, Occupational Forecast 2022-2032
²Education & Training Assignments by detailed occupation: <https://www.bls.gov/emp/tables/education-and-training-by-occupation.htm>



SRC

State Rehabilitation Council

State Rehabilitation Council for Vocational Rehabilitation

Are you a business leader who has a passion for helping people reach their full potential? Do you want to help shape state policy that supports employment for individuals with disabilities?

Join the State Rehabilitation Council (SRC)

The SRC advises Iowa Vocational Rehabilitation Services (IVRS) on policies and services that promote the employment of Iowans with disabilities. Business members play a critical role in ensuring services align with real workforce needs.

Why Join the Council?

- ✓ **Influence policy** that supports hiring and retaining people with disabilities
- ✓ **Help industry and community** understand how to tap into a larger talent pool
- ✓ **Gain visibility** as a community leader and mentor
- ✓ **Network** with leaders in business, education, government, and disability advocacy
- ✓ **Help build a workforce that works for everyone**

We're Looking for Business Leaders Who:

- Are passionate about helping all people reach their full potential
- Represent diverse industries and company sizes
- Can offer insight on hiring, training, and retaining talent
- Want to help guide service delivery that meets real business needs

What's Involved?

- Attend quarterly meetings (virtual or in-person)
- Share your expertise and business perspective
- Collaborate with stakeholders statewide
- Make a measurable impact on employment opportunities for people with disabilities

Attachment 7, Page 1 of 1

Your Voice Matters. Your Experience Matters. Your Business Can Help Drive Change.

For more information, contact: Wendy Solano at wendy.solano@iwd.iowa.gov

Equal opportunity employer/program. Accommodations are available upon request: workforce.iowa.gov/accessibility



STATE WORKFORCE DEVELOPMENT BOARD

swdb.iowa.gov

Mission: *The Iowa State Workforce Development Board (SWDB) oversees the development and implementation of the state workforce Development plan. The SWDB ensures that state workforce regions have the resources to support employment programs across the state.*

Required By: Bylaws

COMMITTEES

Disability Access Committee

Description: Serves as an advisory body to the State Workforce Development Board, with the mission of advancing access and opportunity for individuals with disabilities across the workforce development system. The Committee provides guidance and expertise on matters related to:

- Ensuring full compliance with state and federal nondiscrimination laws, including the Americans with Disabilities Act (ADA), Section 188 of the Workforce Innovation and Opportunity Act (WIOA), and related regulations.
- Reviewing physical and programmatic accessibility of workforce development services, facilities, technologies, and communications.
- Identifying and addressing barriers to competitive integrated employment for individuals with disabilities.
- Supporting joint workforce policies.
- Advising on disability-specific training for workforce system staff to effectively serve individuals with disabilities.
- Advancing employment first efforts within the State.

Membership: Chaired by a member of this Board and other members of the Board or nonmembers who have the appropriate experience and expertise.

Disability Access Member	Organization	Email
Brandy McOmber, Chair	Vocational Rehabilitation Services	Brandy.mcomber@iwd.iowa.gov
Keri Osterhaus	Iowa Department for the Blind	keri.osterhaus@blind.state.ia.us
Brian Dennis	Iowa Workforce Development	brian.dennis@iwd.iowa.gov
Kyra Hawley	Iowa Department of Aging	kyra.hawley1@iowa.gov
Josh Cobbs	Employment Initiatives for Autism Speaks	jacobbs@protonmail.com
Miranda Swafford	Director for Mississippi Valley	director@mississippivalleyworkforce.org
Linda Rouse	Iowa Workforce Development	Linda.rouse@iwd.iowa.gov
Sara Bath	Iowa Workforce Development	Sara.bath@iwd.iowa.gov
Jeremy Ritchie	Iowa Workforce Development	Jeremy.ritchie@iwd.iowa.gov
Kelli Hugo	Vocational Rehabilitation Services	Kelli.hugo@iowa.gov
Stacy Cervenka	Director Iowa Department for the Blind	Stacy.cervenka@blind.state.ia.us
Hugh Kelly	State Rehabilitation Council	Hughjoseph1973@gmail.com

Disability Access Member	Organization	Email
Margee Woywood	State Rehabilitation Council	mwoywood@gwneia.org
	Goodwill Industries	
Brian Warner	Iowa Vocational Rehabilitation Services	Brian.warner@iwd.iowa.gov
Shayla Stater	Iowa Vocational Rehabilitation Services	Shayla.stater@iwd.iowa.gov
Board Staff		
Michelle McNertney	Division Administrator Workforce Services	Michelle.mcnertney@iwd.iowa.gov
Executive Director	Iowa Workforce Development	
Shelly Evans,	Iowa Workforce Development	Shelly.evans@iwd.iowa.gov
Executive Assistant		

Executive Committee

Description: Responsible for coordinating and overseeing the activities of the Board and its other Committees to ensure the satisfactory performance of functions stipulated by the Governor, these Bylaws, and all relevant statutes and regulations. The Executive Committee shall also monitor and guide the administrative management of the Board. The Executive Committee shall act on the Board's behalf when the Board is not meeting.

Membership: Chaired and vice-chaired by members of this Board and five additional members of the Board or nonmembers who have the appropriate experience and expertise.

Executive Member	Organization	Email
Teresa Hovell, Chair	Vermeer	thovell@vermeer.com
Jack Hasken	Jackson Manufacturing, Inc.	jack.hasken@jackson-mfg.com
Kelly Barrick	Security National Bank	barrick.kelly@gmail.com
LuAnn Scholbrock	Coloff Digital	scholbrockluann@gmail.com
Jessica Dunker	Iowa Restaurant Association	jdunker@restaurantiowa.com
Scott Naumann	Milestone Construction Group	scottnaumann@msn.com
Board Staff		
Michelle McNertney Executive Director	Division Administrator Workforce Services Iowa Workforce Development	Michelle.mcnertney@iwd.iowa.gov
Shelly Evans, Executive Assistant	Iowa Workforce Development	Shelly.evans@iwd.iowa.gov

Iowa Plains Local Workforce Development Area Committee

Description: Provide recommendations regarding the policies, procedures, operational and other issues related to the local workforce system in the Iowa Plains Local Workforce Development Area (LWDA).

Membership: Chaired by a business representative of the Iowa Plains Local Workforce Development Area (LWDA) and other members from the Iowa Plains LWDA.

Iowa Plains Member	Organization	Email
Kent Heronimus, Chair	Interstates	kent.heronimus@interstates.com
Andi Barnes	Iowa Workforce Development	Andrea.Barnes@iwd.iowa.gov
Andrea Mann	Iowa Workforce Development	andrea.mann@iwd.iowa.gov
Andy Sheffield	CJ Bio America	andy.sheffield@cj.net
Brittney Gutzmann	Vocational Rehabilitation	brittney.gutzmann@iowa.gov
Chris Wurth	Siouxland Human Investment Partnership	cwurth@siouxlandship.org
Elizabeth Waigand	Iowa Workforce Development	Elizabeth.Waigand@iwd.iowa.gov
Faith Miller	Iowa Workforce Development	Faith.Miller@iwd.iowa.gov
Holly Espenhover	UnityPoint Health	holly.Espenhover@unitypoint.org

Iowa Plains Member	Organization	Email
Jamie Wubben	K.C. Neilsen	jwubben@kcnilsen.com
Kathy Leggett	Iowa Workforce Development	kathy.leggett@iwd.iowa.gov
Kristin Russell	American Athletic (Fruit of the Loom)	kristin.russell@fotlinc.com
Linda Rouse	Iowa Workforce Development	Linda.Rouse@iwd.iowa.gov
Melissa Haukap	Iowa Lakes Community College	mhaukap@iowalakes.edu
Nicolas "Omar" Valentine	Iowa Workforce Development	Nicolas.Valentine@iwd.iowa.gov
Pamela Woolridge	Western Iowa Tech Community College	pamela.woolridge@witcc.edu
Randall McQueeney	Iowa Workforce Development	randall.mcqueeney@iwd.iowa.gov
Renea Anderson	Harrison County Development	Hcdc@iowatelecom.net
Sara Blair	Country Maid	sblair@countrymaid.net
Tammi Erlbacher	Life Skills Connections	tammi.erlbacher@lifeskillsconnection.com
Teresa Larson-White	Iowa Workforce Development	Teresa.Larson-White@iwd.iowa.gov
Wayne Pantini	Southwestern Community College	wpantini@swcciowa.edu

Pathways to Employment

Description: Responsible for providing subject matter expertise to align workforce strategies to assist individuals with barriers to gain the skills, education and resources they need to find gainful employment while ensuring our employers have a skilled workforce they need to grow opportunities in Iowa.

Membership: Chaired and vice-chaired by members of this Board and five additional members of the Board or nonmembers who have the appropriate experience and expertise.

Pathways Member	Organization	Email
Jessica Dunker, Chair	Iowa Restaurant Association	jdunker@restaurantiowa.com
Board Staff		
Michelle McNertney Executive Director	Division Administrator Workforce Services Iowa Workforce Development	Michelle.mcnertney@iwd.iowa.gov
Shelly Evans, Executive Assistant	Iowa Workforce Development	Shelly.evans@iwd.iowa.gov

System and Policy Committee

Description: Provide strategic guidance and recommendations on the operational, policy, and procedural aspects of Iowa's workforce development system. The committee will ensure alignment between system operations and best practices and support continuous improvement across programs and services. Reviews and make recommendations for statewide workforce system policies. Oversee the performance and reporting of the workforce system, including providing input and setting standards to ensure transparency of reporting on system outcomes.

Membership: Chaired by a member of this Board and other members of the Board or nonmembers who have the appropriate experience and expertise.

System and Policy Member	Organization	Email
Jack Hasken, Chair	Jackson Manufacturing, Inc.	jack.hasken@jackson-mfg.com
Kelly Barrick	Security National Bank	kbarrick@snbiowa.com
Nick Glew	Farmers State Bank	NickGlew@fsbmail.net
Board Staff		
Michelle McNertney Executive Director	Division Administrator Workforce Services Iowa Workforce Development	Michelle.mcnertney@iwd.iowa.gov
Shelly Evans,	Iowa Workforce Development	Shelly.evans@iwd.iowa.gov

System and Policy Member	Organization	Email
Executive Assistant		
Carolyn Farley Bureau Chief WIOA Title I, Title II & Trade	Iowa Workforce Development	Carolyn.farley@iwd.iowa.gov