

	Labor Market Value			Program Length and Structure						Institution Type	Program Outcomes		Value-Added Earnings	Program History	
Program Name	Aligned with Iowa's definition of H3	Leads to "recognized post-secondary credential"	Meets hiring requirements of employers	NOT a correspondence course	More than 8 but less than 15 weeks of instruction	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	Cannot outsource more than 25% of curriculum to an un-accredited provider	Stacks to a credit program OR prepares students for employment in an occupation with only one recognized postsecondary credential	Portable across multiple employers	Institutions must be Title IV-eligible	70% completion rate within 150% of normal time	70% placement in a job measured as 180 days after completion	Positive estimated Value-Added Earnings	Program has been in existence for at least one year	...during which time program eligibility requirements were met
IWCC - CDLA Class A - Truck Driving	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
ICCC - Accelerated Truck Driving	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
EICC - CDL A Manual	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
DMACC - Emergency Medical Technician CERT	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
ICCC - Emergency Medical Technician	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
IWCC - EMT	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
EICC - CNC Entry-Level Technician	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
EICC - Residential HVAC Installer	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
EICC - Manufacturing Maintenance Technician	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
NWCC - Application Programmer Training	Meets	Meets	Meets	Meets	Does Not Meet	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
HCC - Pharmacy Technician	Meets	Meets	Meets	Meets	Does Not Meet	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
HCC - Class A Commercial Driver's License (CDL) Certificate	Meets	Meets	Meets	Meets	Does Not Meet	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
HCC - Electrician Registered Apprenticeship	Meets	Meets	Meets	Meets	Does Not Meet	Meets	Meets	Does Not Meet	Meets	Meets	Meets	Meets	Meets	Meets	Meets
HCC - Plumber Registered Apprenticeship	Meets	Meets	Meets	Meets	Does Not Meet	Meets	Meets	Does Not Meet	Meets	Meets	Meets	Meets	Meets	Meets	Meets
HCC - HVAC Registered Apprenticeship	Meets	Meets	Meets	Meets	Does Not Meet	Meets	Meets	Does Not Meet	Meets	Meets	Meets	Meets	Meets	Meets	Meets
HCC - Carpentry Registered Apprenticeship	Meets	Meets	Meets	Meets	Does Not Meet	Meets	Meets	Does Not Meet	Meets	Meets	Meets	Meets	Meets	Meets	Meets

DMACC - Welding, Production MIG Welding, Certificate	Meets	Meets	Meets	Meets	Does Not Meet	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
DMACC - Water Treatment Technology, Certificate	Meets	Meets	Meets	Meets	Does Not Meet	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
SWCC - Emergency Medical Technician (EMT)	Meets	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn	App Withdrawn
IWCC - Dog Grooming	Does Not Meet	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Not reviewed

Attachment 6a

Workforce Pell Programs: Meet All Eligibility Requirements

Q1. Institution Name:

Iowa Western Community College

Q43. Enter the information below for the person completing this form.

Full Name

Matt Mancuso

Job Title

VP of Business and Community Education

Email

mmancuso@iwcc.edu

Q4. Please enter the alternate contact person's information below.

Optional

Full Name

Zane Berry

Email

zberry@iwcc.edu

Q5. Workforce program name:

CDLA Class A - Truck Driving

Q6. Local Program Code (Course Catalog Code):

TRADE-4

Q7. Classification of Instructional Program (CIP) Code:

49.0205 - Truck and Bus Driver/Commercial Vehicle Operator and Instructor

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

01/01/2023 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[CDL Studen Pell Data.xlsx](#)

17.5KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q11. Workforce Program Description:

Our Class A CDL training program provides students with the knowledge, skills, and hands-on experience needed to safely and confidently operate semi-trailers and prepare for successful entry into the commercial driving workforce.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

Online Entry-Level Driver Theory (ELDT): Study essential regulations and driving principles at your own pace. • Hands-On Driving Training: Master backing, turning, and on-road driving in both rural and suburban environments. • State-of-the-Art Simulators: Build confidence in a safe, virtual environment using JJ Keller's industry-recognized curriculum. • CDL Testing On-Site: Complete your DOT skills exam with an Iowa DOT-certified examiner at the IWCC training site.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.

Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters **Attachment 6a, Page 3 of 216**

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

160 Clock Hours required.

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

10 Weeks

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Program Structure: 160 hours Schedule: 3 hours/day 4 days/week for 10 weeks Modality: Face to Face - classroom, simulation lab and road work

Q19. Is any of the program provided by ineligible third parties?

Yes

No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

Yes

No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

An Iowa Workforce Pell program is considered “stackable” when it 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.

A CDL License provides multiple avenues - one for direct employment, which most of our students go straight to work. There is an option to pursue a Truck Driving or Diesel diploma or AAS. I included a Powerline Tech and a Diesel as examples.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Back up.pdf](#)

869.9KB

application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

A workforce program is considered “portable” when 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.

A Commercial Driver's License (CDL) is considered “portable” because the credential is recognized across state lines under federal regulations. Once someone earns a CDL in one state, they can legally drive commercial vehicles throughout the United States, as long as they meet federal and state requirements. I have included the skills and testing list from the Iowa DOT for evidence.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[CDL DOT Evidence.pdf](#)

778.4KB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

53-3032 Heavy and Tractor-Trailer Truck Drivers \$18.54 Low \$22.64 \$26.48 \$30.38 \$38.14 High 1.3% increase 5,715 increase jobs

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[Letters.pdf](#)
382KB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[CDL - Data for participate and completers.xlsx](#)

17.1KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[Data for employment - CDL.pdf](#)

1.4MB

application/pdf

Q34. Provide any information you have about the median earnings of program completers.

Do not have any accurate data, working on solution for the future.

Q35. Provide the program's tuition and fees.

\$4700 all fees and tuition

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[Fed Aid Website confirmation with Number.pdf](#)

247.3KB

application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Matt Mancuso

×

clear

Q40. Today's Date

Select a date

05/13/2026 12:00 AM



Location Data

Location: [\(41.2615, -95.8304\)](#)

Source: GeoIP Estimation





05-27-2026

To Whom It May Concern,

On behalf of the City of Council Bluffs, we are pleased to provide this letter of support for the Iowa Western Community College (IWCC) CDL Training Program as part of the Workforce Pell initiative.

The City of Council Bluffs recognizes the importance of high-quality workforce training programs that prepare individuals for in-demand careers while supporting the transportation and logistics needs of our region. The IWCC CDL Program provides students with the knowledge, hands-on training, and professional preparation necessary to successfully complete CDL testing requirements and enter the workforce ready to perform safely and effectively.

We appreciate Iowa Western's commitment to workforce development and career training opportunities that support both students and employers throughout southwest Iowa and the surrounding region. The City of Council Bluffs fully supports the continued growth and success of the IWCC CDL Program and its participation in the Workforce Pell initiative.

Sincerely,

Jeremy Noel
City of Council Bluffs
Public Works Manager



Whom It May Concern,

On behalf of DPS Concrete, we are pleased to offer our support for the Iowa Western Community College CDL Program. Over the years, we have sent several employees through the program, and we continue to support and recommend it to individuals pursuing Class A CDL.

The employees who have completed the program have come to us well-trained, knowledgeable, and prepared to safely operate Class A commercial vehicles from the day they graduate. The instructors do an excellent job preparing students for real-world driving situations and the demands of the trucking and construction industries.

We appreciate the professionalism, hands-on training, and dedication the Iowa Western CDL staff provides to their students. The graduates we have hired have met the expectations and standards we look for at DPS Concrete, and we are very satisfied with the quality of training they receive.

We look forward to continuing our partnership and support of the Iowa Western Community College CDL Program in the future.

Sincerely,

A handwritten signature in blue ink that reads "Jason Armstrong". The signature is written in a cursive, flowing style.

Jason Armstrong
President

Q1. Institution Name:

Iowa Central Community College

Q43. Enter the information below for the person completing this form.

Full Name

Dr. Stacy Mentzer

Job Title

Vice President of Instruction

Email

mentzer@iowacentral.edu

Q4. Please enter the alternate contact person's information below.

Optional

Full Name

Shelly Blunk

Email

blunk@iowacentral.edu

Q5. Workforce program name:

Accelerated Truck Driving

Q6. Local Program Code (Course Catalog Code):

ZST 251

Q7. Classification of Instructional Program (CIP) Code:

49.020500

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

01/01/2004 06:00 PM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[CDL schedule.pdf](#)

538.6KB

application/pdf

Q11. Workforce Program Description:

Accelerated CDL Training Our Accelerated CDL Program is built for motivated students who need to enter the workforce quickly. This intensive course delivers full FMCSA ELDT training and all Iowa DOT requirements in a shorter timeframe, without sacrificing hands on experience or skill development. Students will master pre trip inspection, basic control skills, shifting and downshifting, backing maneuvers, and real world driving on interstate, rural, and in town routes. Training includes dock backing and driving with loaded trailers to prepare students for real industry conditions. Graduates leave fully prepared to start a career in commercial driving

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

List the workforce program outcomes. Examples may include program competencies or learning outcomes achieved. Outcomes: • Obtain a Commercial Driver's License by meeting all state and federal training and testing requirements. • Perform complete vehicle inspections and identify safety and mechanical issues • Master the essential skills needed to operate a Commercial Vehicle safely and effectively • Demonstrate readiness for employment in the trucking industry • Handle real-world driving scenarios and follow safety regulations Competencies: • Students will be able to do the following o Conduct a full pre-trip, in route and post-trip inspection and identify issues o Perform straight-line backing, offset backing, alley dock backing along with advanced maneuvers such as dock backing o Couple and uncouple o Back into tight spaces and loading docks o Shift, downshift and double clutch with smooth, controlled gear transitions. Manage speed on curves and varying road conditions. o Make safe turns, lane changes, merges and stops on interstate, in town and rural roads o Operate with loaded trailers and safely secure loads o Understand FMCSA rules and regulations o Follow HOS rules and log book requirements

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

This question was not displayed to the respondent.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

195

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

The program entails 8 weeks of training. This training consists of in class lecture, hands on skills training, behind the wheel training, and a small portion of self- study in an online curriculum.

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Week 1 Day 1: 8:00 -12:00 Meet and Greet, Student guidelines – Lesson Plan Day 1 12:00 -12:30 Lunch 12:30 - 4:00 Questions, course overview, and tour Independent study JJ Keller: Drugs/alcohol (25 min), Medical Requirements (15min), Orientation (25 min), Environmental Compliance issues (15 min), Hazard perceptions (15 min) Homework: Delmar Book o Chapter 1 - Intro to Trucking o Chapter 2 – The Commercial Driver’s license o Chapter 36 – Compliance, Safety, Accountability Day 2: 8:00 - 12:00 Medical exams – Lesson Plan Day 2 12:00 - 12:30 Lunch 12:30 - 4:00 Matrix colors with group activities Independent study: JJ Keller Theory: Control systems/dashboards (25 min) Pre/Post trip inspections – vehicle inspection basics (10 min) Homework: Delmar Book o Chapter 3 – Control Systems o Chapter 4 – Vehicle Systems Day 3: 8:00 -12:00 TTC Logs 12:00 -12:30 Lunch 12:30 - 4:00 Logs Independent Study: JJ Keller Pre- and Post-trip Theories (55 min) Week 2 Day 4: 8:00 – 8:15 Logs 8:15 -12:00 Pre-trip/sims 12:00 -12:30 Lunch 12:30 - 4:00 Pre-trip/sims Independent Study: JJ Keller finish any Pre- and Post-trip Theories Day 5: 8:00 - 12:00 Basic Control 12:00 - 12:30 Lunch 12:30 - 4:00 Basic Control Independent Study: JJ Keller Coupling/uncoupling: Coupling Trailers (15 min), Uncoupling Trailers (10 min) Day 6: 8:00 - 12:00 Cab Checks/Coupling 12:00 - 12:30 Lunch 12:30 – 4:00 Cab Checks/Uncoupling Independent Study: JJ Keller Hours of Service: Working Time (15 min), Short Haul (5 min), Record of Duty Status (15 min) Homework: Delmar Book o Chapter 7 - Basic Control o Chapter 28 – Hours of Service Day 7: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 Serpentine 12:00 -12:30 Lunch 12:30 - 4:00 Serpentine Independent Study: JJ Keller Basic Control (35 min) Week 3 Day 8: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 Straight line Backing 12:00 - 12:30 Lunch 12:30 - 4:00 Straight line Backing Day 9: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 1st Day Shifting 12:00 -12:30 Lunch 12:30 - 4:00 1st Day Shifting Independent Study JJ Keller Space Management (15 min) Day 10: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 2nd day Shifting 12:00 -12:30 Lunch 12:30 - 4:00 2nd Day Shifting Independent Study JJ Keller Backing and Docking (25 min) Day 11: 8:00 - 8:15 Logs 8:15 – 9:00 Coupling 9:00 – 12:00 3rd Day Shifting 12:00 -12:30 Lunch 12:30 - 4:00 3rd Day Shifting Homework: o Delmar Book - Chapter 8 - Shifting o Map Reading and Trip Planning handout Week 4 Day 12: 8:00 - 8:15 Logs 8:15 - 9:00 Couple 9:00 – 12:00 Through Town 12:00 - 12:30 Lunch 12:30 – 4:00 Through Town Day 13: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 City Turns 12:00 - 12:30 Lunch 12:30 - 4:00 City Turns Independent Study JJ Keller Shifting/Operating Transmission (15 min) Day 14: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 DOT Route 12:00 - 12:30 Lunch 12:30 – 4:00 Dot Route Independent Study JJ Keller Visual Search (15 min) Day 15: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 Backing Setups 12:00 - 12:30 Lunch 12:30 – 4:00 Backing Setups Independent Study JJ Keller Communication (10 min) Week 5 Day 16: 8:00-8:15 Logs 8:15 – 9:00 Coupling 9:00 – 12:00 Skills Box 12:00 - 12:30 Lunch 12:30 - 4:00 Skills Box Independent Study JJ Keller Trip Planning (20 min) Homework: o Finish Map Reading and Trip Planning handout o Delmar book – Chapter 29 Trip Planning Day 17: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 Skills Box/ Pre-trip Testing with the DOT 12:00 - 12:30 Lunch 12:30 - 4:00 Skills Box/ Pre-trip testing with the DOT Independent Study JJ Keller Distracted Driving (20 min) Day 18: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 Up & Downhill Shifting 12:00 - 12:30 Lunch 12:00 – 4:00 Up & Downhill Shifting Independent Study JJ Keller Speed Management (20 min) Day 19: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 Truck Stop Parking 12:00 - 12:30 Lunch 12:30 – 4:00 Truck Stop Parking Week 6 Day 20: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 City Turns 12:00 - 12:30 Lunch 12:30 – 4:00 City Turns Day 21: 8:00 - 8:15 Logs 8:00 – 9:00 Coupling 9:00 - 12:00 Dock Backing 12:00 - 12:30 Lunch 12:30 - 4:00 Dock Backing Independent Study JJ Keller Handling and Documenting Cargo Homework: Delmar book o Chapter 9 – Backing and Docking o Chapter 10 – Coupling and Uncoupling o Chapter 11 – Sliding Fifth Wheels and Tandem Axles o Chapter 25 – Handling Cargo o Chapter 26 – Cargo Documentation o Chapter 27 – Special Rigs Day 22: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 45’s/Skills Box testing with the DOT 12:00 - 12:30 Lunch 12:30 – 4:00 45’s/Skills Box testing with the DOT Day 23: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 DOT Route 12:00 - 12:30 Lunch 12:30 – 4:00 DOT Route Week 7 Day 24: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 DOT Route 12:00 - 12:30 Lunch 12:30 – 4:00 DOT Route Day 25: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 City Turns/DOT Route testing with the DOT 12:00 -12:30 Lunch 12:30 - 4:00 City Turns/DOT Route testing with the DOT Day 26: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 – 12:00 Truck Stop Finds 12:00 - 12:30 Lunch 12:30 - 4:00 Truck Stop Finds Independent Study JJ Keller Maintenance (15 min), Identifying Engine Compartment defect (10 min), Identifying Frame, Axle, and Suspension defects (10 min), Identifying Wheel and Tire defects (10 min), Identifying Brake Defects (10 min), Identifying Steering and Coupling Defects (10 min), Identifying Drive Train Defects (10 min) Homework: Delmar book o Chapter 6 – Vehicle Inspections o Chapter 12 – Preventative Maintenance and Servicing o Chapter 13 – Recognizing and Reporting Malfunctions Day 27: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 Button Hook Route 12:00 -12:30 Lunch 12:30 – 4:00 Button Hook Route Week 8 Day 28: 8:00 - 8:15 Logs 9:00 - 12:00 Finals/Pre-trip/Coupling/Uncoupling/100? test 12:00 -12:30 Lunch 12:30 – 4:00 Finals/Pre-trip/Coupling/Uncoupling/100? test Day 29: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 Finals on the 45* Back 12:00 - 12:30 Lunch 12:30 – 4:00 Finals on the 45* Back Day 30: 8:00 - 8:15 Logs 8:15 - 9:00 Coupling 9:00 - 12:00 Practice Button Hook Route 12:00 - 12:30 Lunch 12:30 - 4:00 Practice Button Hook Route Day 31: 8:00-8:15 Logs 8:15-9:00 Coupling 9:00 – 12:00 Finals Button Hook Route 12:00 -12:30 Lunch 12:30 - 4:00 Finals Button Hook Route Day 32: 8:00 – 9:00 Exiting papers 9:00 – 12:00 Pictures/Certificates/Q&A 12:00 - 12:30 Lunch 12:30 - 4:00 Rodeo

Q19. Is any of the program provided be ineligible third parties?

- Yes
- No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
 Certificate of completion of an apprenticeship
 License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
 Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

An Iowa Workforce Pell program is considered “stackable” when it 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.

A Commercial Driver's License is the primary legal requirement because it serves as a federal and state certification that shows a person possesses the knowledge and skills to operate heavy, complex vehicles safely. A Commercial Driver's License could be considered a stackable credential because after receiving your CDL license, you could be eligible to obtain additional endorsements that would allow an individual to achieve a higher level of employment. An example would be a CDL license holder achieving a hazmat and tanker endorsement, that individual could be eligible for a higher paying position. Other examples of additional endorsements could be double trailer, triple trailer, school bus, and passenger.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.



[CDL stackable flow chart.png](#)

1.5MB

image/png

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

A workforce program is considered “portable” when 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.

A Commercial Driver’s License is the primary legal requirement because it serves as a federal and state certification.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Occupation Overview Heavy and Tractor Trailer Truck Drivers in 9 Iowa Counties a1aeb7b31804d202.pdf](#)

607.6KB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

53-3032.00

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[employer documentation.pdf](#)

1.8MB

application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[completers.xlsx](#)

9.1KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[Job placement rates.docx](#)

13.6KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q34. Provide any information you have about the median earnings of program completers.

Average median wage of the truck drivers is around \$55,000. In the past this is not something that we have consistently been tracking because it has not been required. The majority of the students who go through this program are sponsored by employers so they come to us already working. Moving forward this will be something that will be tracked.

Q35. Provide the program's tuition and fees.

\$5500

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[Federal Student Aid.pdf](#)

40.2KB

application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Dr. Stacy Mentzer

×

clear

Q40. Today's Date

Select a date

05/14/2026 12:00 AM



Location Data

Location: ([42.4975, -94.168](#))

Source: GeoIP Estimation





DECKER TRUCK LINE, INC

SINCE 1931

May 26, 2026

To Whom It May Concern,

Decker Truck Line is pleased to support the approval of the accelerated 8-week CDL training program. As a motor carrier that hires and develops professional commercial drivers, we recognize the importance of high-quality CDL training programs that prepare students for the demands of the transportation industry.

After reviewing the curriculum, we believe the program teaches many of the core employability skills required for entry-level commercial drivers and aligns well with the expectations and needs of today's workforce. The curriculum includes strong emphasis on safety, DOT compliance, hours-of-service regulations, vehicle inspections, cargo handling, backing and maneuvering skills, trip planning, communication, preventative maintenance awareness, and overall operational readiness. Students are also exposed to real-world driving situations including city driving, shifting, docking, coupling and uncoupling, route management, and pre- and post-trip inspection procedures.

In addition to technical driving skills, the program reinforces professionalism, accountability, reliability, and safety awareness, which are all critical traits for long-term success in the trucking industry. These are competencies that Decker Truck Line actively looks for when evaluating driver candidates.

Programs such as this provide an important pipeline of qualified CDL drivers entering the workforce and help address the ongoing demand for well-trained transportation professionals. We support continued investment in CDL education and workforce development opportunities that prepare students to safely and successfully transition into commercial driving careers.

Please feel free to contact me if any additional information is needed.

Sincerely,

Kelli Boyle
Director of Recruiting
Decker Truck Line





2626 1st Ave. South | P.O. Box 818 | Fort Dodge, IA 50501

FARMER FOCUSED. MEMBER DRIVEN.

To Whom It May Concern:

New Cooperative is pleased to provide this letter in support of Iowa Central Community College's Accelerated ELDT Course. We affirm that the skills taught in this program align with the hiring requirements and workforce needs of our organization.

The CDL program provides training in safe commercial vehicle operation, DOT regulatory compliance, vehicle inspection procedures, backing and maneuvering, equipment handling, professional communication, and workplace reliability. These competencies reflect the essential skills we expect from applicants seeking employment in commercial driving and transportation-related positions.

We confirm that the skills and competencies delivered through Iowa Central's CDL program meet our hiring needs and prepare individuals to be job-ready candidates for positions within our company and the broader transportation industry.

We support Iowa Central's efforts to expand access to CDL training through the Workforce Pell initiative and recognize the value this program brings to our regional workforce

Sincerely,

Josh Stumpf

Transportation Manager
22153 Old Highway 169
Fort Dodge, IA 50501
Office- 515-955-9037

Q1. Institution Name:

Eastern Iowa Community Colleges

Q43. Enter the information below for the person completing this form.

Full Name

Ashlee Spannagel

Job Title

Vice Chancellor of Workforce Development

Email

aespannagel@eicc.edu

Q4. Please enter the alternate contact person's information below.

Optional

Full Name

Email

Q5. Workforce program name:

CDLA Manual

Q6. Local Program Code (Course Catalog Code):

CDL6

Q7. Classification of Instructional Program (CIP) Code:

4902050000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

05/01/2011 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[CDL A Manual Enrollment.xlsx](#)

12.5KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q11. Workforce Program Description:

The Commercial Driver's License course is based on the new Department of Transportation entry-level driver training requirements. It includes classroom and driving instruction in rural, urban, highway, and interstate settings. Students are familiarized with Federal Motor Carrier Safety Regulations, vehicle equipment and operations, logging, trip planning, mapping, and other requirements and expectations of commercial drivers. Defensive driving techniques and safe operations of the vehicle are thoroughly covered and students are prepared to take the state performance exams for a CDL A license. Students selecting the Manual Transmissions class will qualify for additional career opportunities that are restricted to individuals with manual transmission certification. CDL testing will occur on-site. Students must earn a Certified Learner's Permit, pass a drug/alcohol screen, and acquire a DOT medical card in order to enroll in the course.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

Upon successful completion, students will be able to: 1. Explain federal and state CDL-A licensing requirements. 2. Complete required FMCSA ELDT theory instruction. 3. Identify commercial motor vehicle systems and safety-critical components. 4. Perform pre-trip, in-cab, and air brake inspection procedures. 5. Safely operate a Class A commercial motor vehicle on the range. 6. Demonstrate basic vehicle control, including straight-line backing, offset backing, alley dock, and other required maneuvers. 7. Demonstrate coupling and uncoupling procedures. 8. Safely operate a Class A commercial motor vehicle on public roadways. 9. Apply defensive driving, hazard recognition, railroad crossing, speed management, and space management principles. 10. Explain hours-of-service requirements, trip planning, cargo securement basics, and driver professionalism. 11. Demonstrate job-readiness skills aligned with employer expectations. 12. Complete final instructor evaluations and demonstrate readiness for CDL skills testing.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

This question was not displayed to the respondent.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

256

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

8

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

The program will consist of a single course that will be scheduled 32 hours per week for 8 weeks. The course modality will be a blended approach including the following methods: In-person classroom instruction, Online ELDT theory modules, In-person range training, In-person road training, and In-person skills evaluation.

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place, as part of a study abroad program?

Yes

No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
An Iowa Workforce Pell program is considered “stackable” when it 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.

Upon successful completion of the CDL A Manual program, students will receive, via credit for prior learning, DSL 915 Transportation Career Experience course for a total of four credits to go toward EICC's Diesel Technology, AAS.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Diesel Technology%2C AAS - Eastern Iowa Community Colleges.pdf](#)

153.8KB

application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
A workforce program is considered “portable” when 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.

Upon successful completion of the CDL A Manual program, students will receive, via credit for prior learning, DSL 915 Transportation Career Experience course for a total of four credits to go toward EICC's Diesel Technology, AAS. Additionally, upon successful completion of the program, the student will be eligible for the CDL A license and the Iowa DOT issued CDL is recognized across all US states for commercial truck driving.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Articulation Agreement w Appendix.pdf](#)

1.5MB
application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Upon successful completion of the CDL A Manual program, students will receive, via credit for prior learning, DSL 915 Transportation Career Experience course for a total of four credits to go toward EICC's Diesel Technology, AAS.

Q30. Please attach credit articulation agreements (if applicable).

[Articulation Agreement w Appendix.pdf](#)

1.5MB
application/pdf

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

Heavy and Tractor-Trailer Truck Drivers 53-3032, Light Truck Drivers 53-3033

Q32. Attach evidence showing you have employer partnerships, advisory **Attachment 6a, Page 26 of 216** confirming both local/regional labor market demand and confirmation the program meets the hiring needs for

employment.

[CDLA Employer Partnership documentation.pdf](#)

8.1MB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[CDLA Manual Completion Data.xlsx](#)

12.5KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[Placement evidence.pdf](#)

224KB
application/pdf

Q34. Provide any information you have about the median earnings of program completers.

According to the wages reported for CDLA Manual in the Workforce Pell Program Estimated Eligibility spreadsheet provided by the Iowa Department of Education, the wage for completers is \$47,064. Further, according to labor market information (Lightcast Occupation Outlook, 2026) for the EICC service area, the median wage is \$25.87/hour.

Q35. Provide the program's tuition and fees.

\$5700

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[T4 Documentation-state WFP application.pdf](#)

227.5KB
application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Ashlee E. Spannagel

×

clear

Q40. Today's Date

Select a date

05/14/2026 12:00 AM



Location Data

Location: [\(37.751, -97.822\)](#)

Source: GeoIP Estimation





Industry has expressed and validated the need for the skills included in the CDL A Manual program.

Skill Validation

EICC has a current 28E agreement with the Iowa Department of Transportation to perform Commercial Driver License skill testing. As a result, the skills taught in the CDL A Manual program have been validated by the regulatory body that issues the license. See the attached agreements authorizing EICC to conduct skill testing.

Lightcast Labor Market Information

The attached Occupation Overview from Lightcast document the need for this program. For the Heavy and Tractor-Trailer Truck Drivers occupation, job posting demand, projected growth in some skill areas is growing, and a projection that retirement risk is high compared to the national average throughout the core counties in EICC's service area.

Additional Labor Market Information

According to the U.S. Bureau of Labor Statistics (BLS), employment of heavy and tractor-trailer truck drivers is projected to grow 4% from 2024 to 2034. There are nearly 1.9 million job openings projected in transportation-related fields by 2031.


It is also important to note the Federal Government is investing in the country's infrastructure. Iowa's workforce has an important role to play in the rebuilding and maintenance of the highway systems and bridges. There have also been many policy changes that have impacted the number of individuals eligible to retain their Class A CDL. Changes to the Federal Motor Carrier Safety Administration (FMCSA) clearinghouse in 2024 resulted in several thousand individuals losing their CDL. Finally, FMCSA has implemented new practices related to the oversight of approved training providers of CDL training. Between December 2025 and January 2026, an 80-day period, over 7,000 training providers were removed.

Clinton Community College
1000 Lincoln Blvd.
Clinton, IA 52732-6299
563-244-7001

Muscatine Community College
152 Colorado St.
Muscatine, IA 52761-5396
563-288-6001

Scott Community College
500 Belmont Rd.
Bettendorf, IA 52722-6804
563-441-4001

Eastern Iowa Community Colleges
District Office
101 W. Third St.
Davenport, IA 52801-1219
1-888-336-3907



Heavy and Tractor-Trailer Truck Drivers in 5 Iowa Counties

Contents

What is Lightcast Data?	1
Report Parameters	2
Executive Summary	3
Jobs	4
Compensation	7
Job Posting Activity	8
Demographics	12
Occupational Programs	15
Appendix A	16

What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumé, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



Report Parameters

1 Occupation

53-3032 Heavy and Tractor-Trailer Truck Drivers

5 Counties

19045 Clinton County, IA

19139 Muscatine County, IA

19097 Jackson County, IA

19163 Scott County, IA

19115 Louisa County, IA

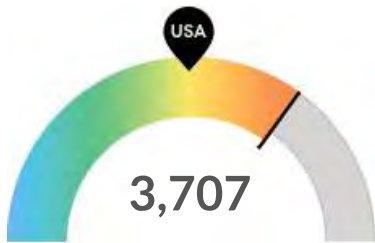
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



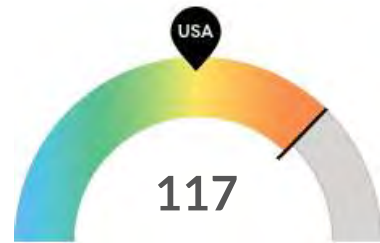
Jobs (2024)

Your area is a hotspot for this kind of job. The national average for an area this size is 2,129* employees, while there are 3,707 here.



Compensation

Earnings are low in your area. The national median salary for Heavy and Tractor-Trailer Truck Drivers is \$57,038, compared to \$53,805 here.



Job Posting Demand

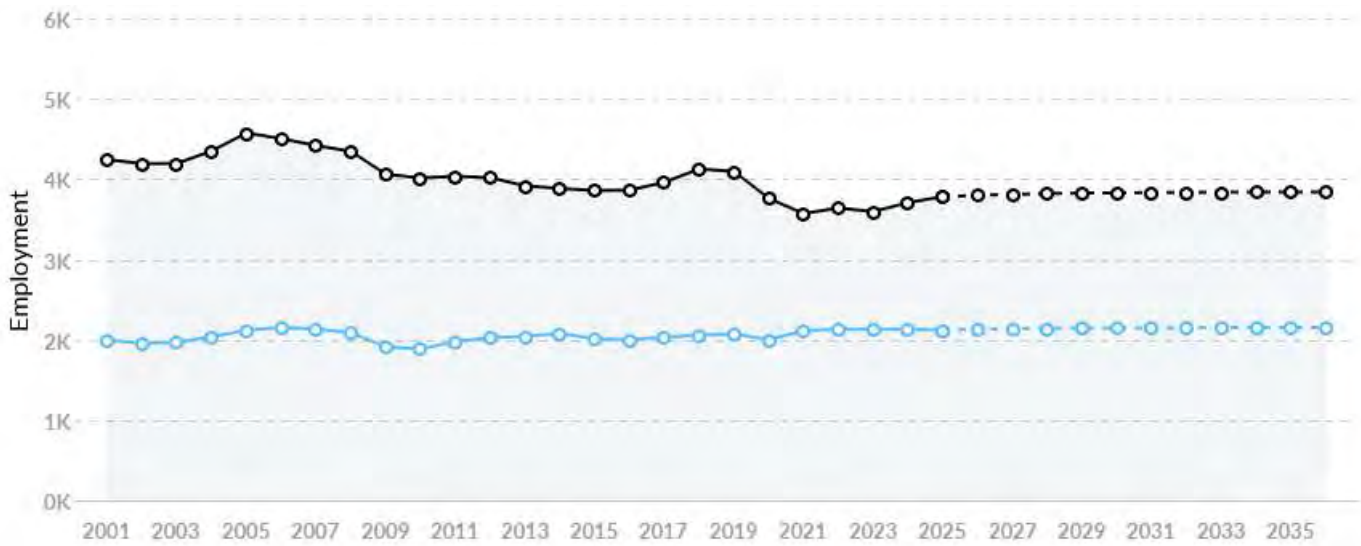
Job posting activity is high in your area. The national average for an area this size is 59* job postings/mo, while there are 117 here.

*National average values are derived by taking the national value for Heavy and Tractor-Trailer Truck Drivers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

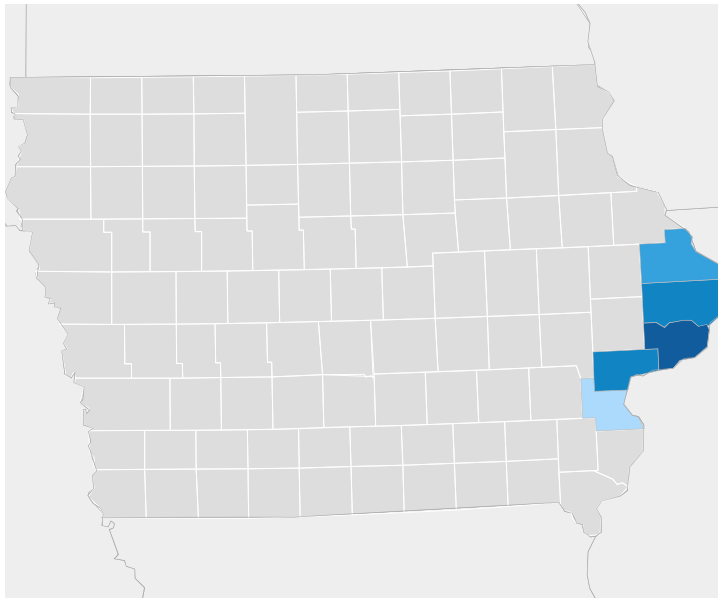
An average area of this size typically has 2,129* jobs, while there are 3,707 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2024 Jobs	2026 Jobs	Change	% Change
● 5 Iowa Counties	3,707	3,798	91	2.5%
● National Average	2,129	2,130	1	0.0%

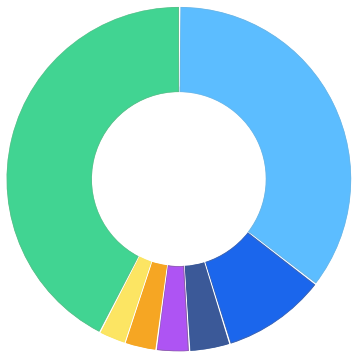
*National average values are derived by taking the national value for Heavy and Tractor-Trailer Truck Drivers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2024 Jobs
Scott County, IA	2,157
Muscatine County, IA	633
Clinton County, IA	622
Jackson County, IA	173
Louisa County, IA	122

Most Jobs are Found in the General Freight Trucking Industry Sector

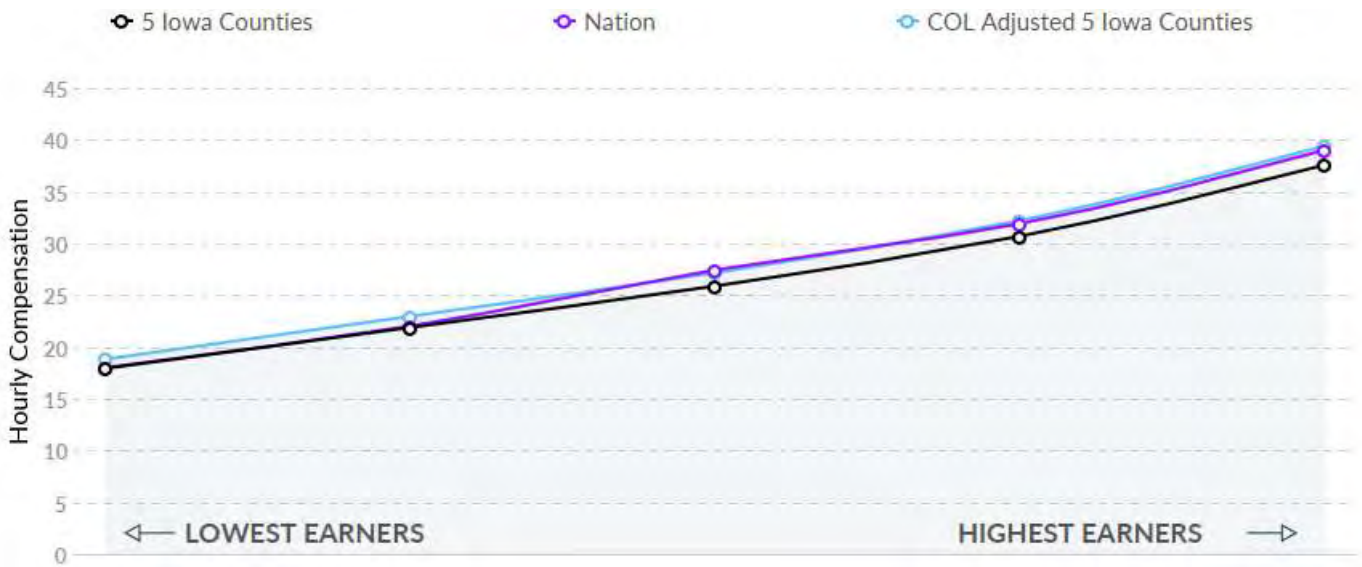


Industry	% of Occupation in Industry (2024)
General Freight Trucking	35.4%
Specialized Freight Trucking	9.8%
Cement and Concrete Product Manufacturing	3.8%
Warehousing and Storage	3.1%
Couriers and Express Delivery Services	2.9%
Support Activities for Road Transportation	2.5%
Other	42.5%

Compensation

Regional Compensation Is 6% Lower Than National Compensation

For Heavy and Tractor-Trailer Truck Drivers, the 2024 median wage in your area is \$25.87/hr, while the national median wage is \$27.42/hr.



Job Posting Activity



3,289 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Apr 2026.



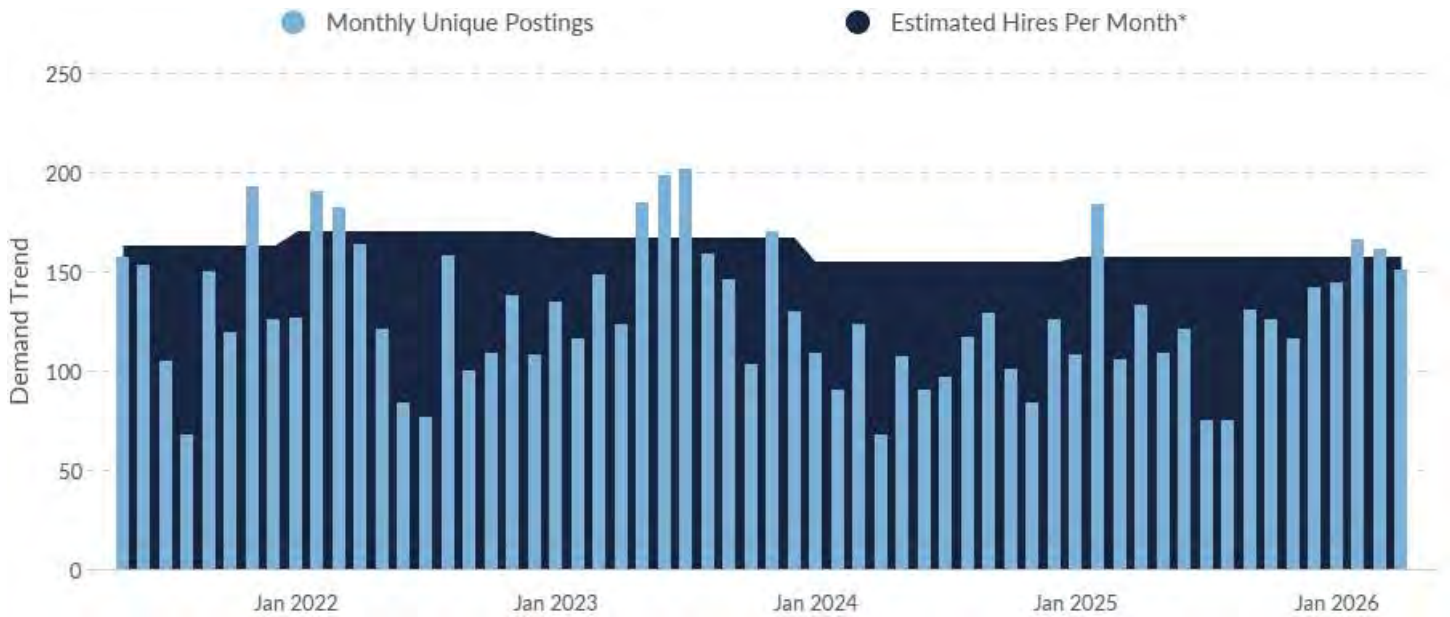
593 Companies Posting

All employers in the region who posted for this job from Jan 2024 to Apr 2026.























27 Day Median Duration

Posting duration is 2 days longer than what's typical in the region.



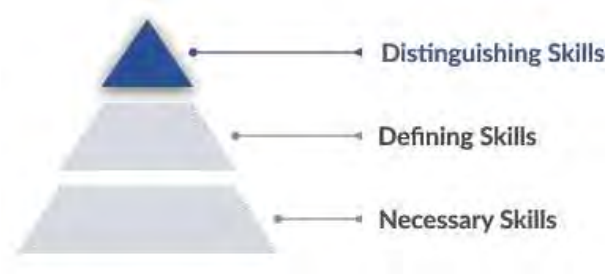
Occupation	Avg Monthly Postings (Jan 2024 - Apr 2026)	Avg Monthly Hires (Jan 2024 - Apr 2026)
Heavy and Tractor-Trailer Truck Drivers	117	156

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Republic Services	87 	CDL-A Truck Drivers	753 
CRST International	75 	OTR CDL-A Truck Drivers	140 
Roehl Transport	73 	Local CDL-A Truck Drivers	118 
Naeve	69 	Regional CDL-A Truck Drivers	114 
K&B Transportation	63 	Dedicated CDL-A Truck Drivers	90 
Forward	47 	Drivers	74 
Marten Transport	44 	Route Drivers	65 
Trillium Staffing	40 	CDL-B Truck Drivers	50 
Allied Services	39 	Delivery Drivers	48 
Tucker Freight Lines	39 	Regional OTR Truck Drivers	47 

Top Distinguishing Skills by Demand

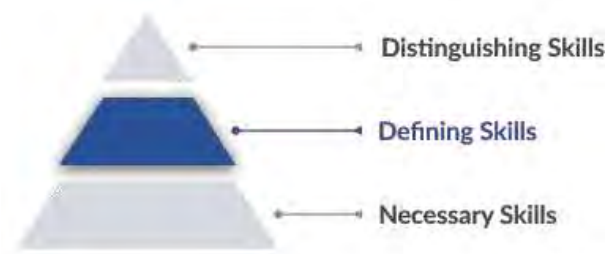
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
No-Touch Freight	✘	207	+5.3%	Stable
Dry Van Truck Operation	✘	199	+9.9%	Growing
Commercial Driving	✘	193	+3.6%	Lagging
Refrigerated Trucking	✘	152	+5.6%	Stable
Tanker Endorsement	✘	97	+8.8%	Stable
Hazmat Endorsement	✘	74	+10.3%	Growing
Vehicle Inspection	✘	68	+10.3%	Growing

Top Defining Skills by Demand

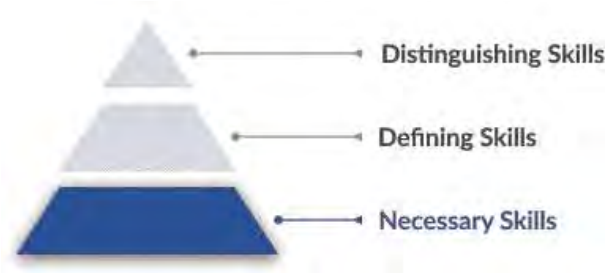
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Truck Driving	✘	978	+14.6%	Growing
Commercial Driver's License (CDL)	✘	965	+5.1%	Stable
CDL Class A License	✘	868	+5.3%	Stable
CDL Class B License	✘	249	+8.0%	Stable
Flatbed Truck Operation	✘	215	+6.7%	Stable
Pre-Trip And Post-Trip Vehicle Inspections	✘	114	+5.0%	Stable

Top Necessary Skills by Demand

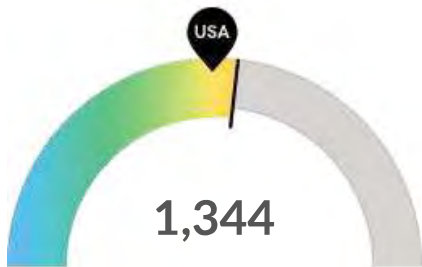
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Valid Driver's License	✘	352	+7.5%	Stable

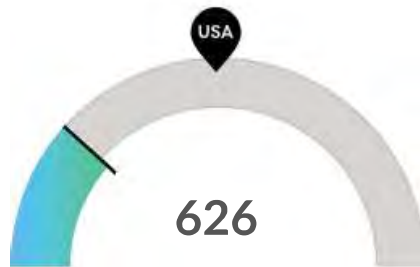
Demographics

Retirement Risk Is High, While Overall Diversity Is Low



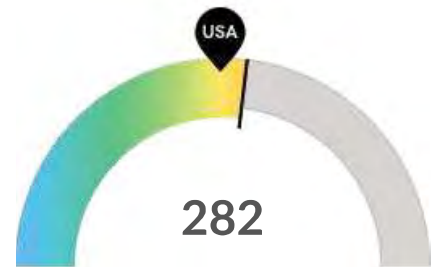
Retiring Soon

Retirement risk is high in your area. The national average for an area this size is 1,211* employees 55 or older, while there are 1,344 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 1,631* racially diverse employees, while there are 626 here.

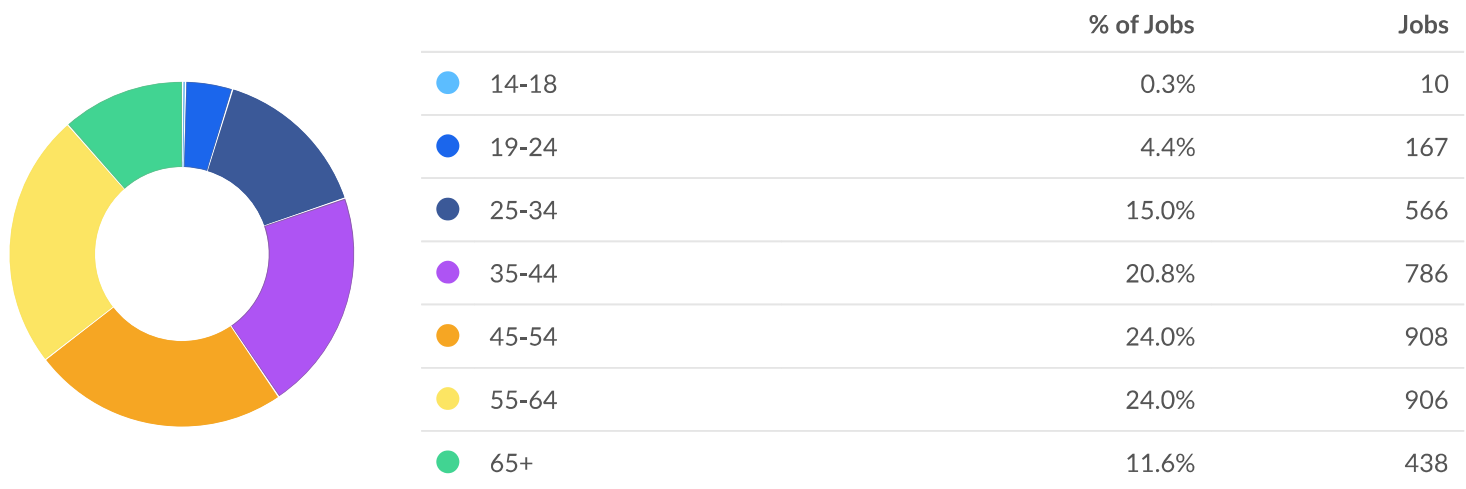


Gender Diversity

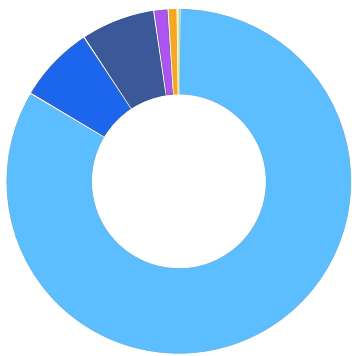
Gender diversity is high in your area. The national average for an area this size is 253* female employees, while there are 282 here.

*National average values are derived by taking the national value for Heavy and Tractor-Trailer Truck Drivers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

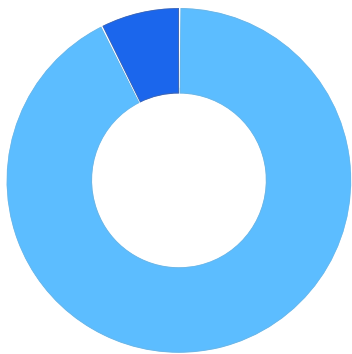


Occupation Race/Ethnicity Breakdown



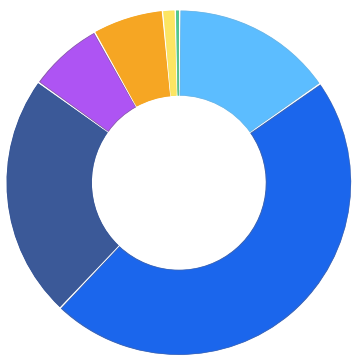
	% of Jobs	Jobs
● White	83.4%	3,155
● Black or African American	7.2%	273
● Hispanic or Latino	6.9%	262
● Two or More Races	1.3%	50
● Asian	0.8%	31
● American Indian or Alaska Native	0.2%	7
● Native Hawaiian or Other Pacific Islander	0.1%	2

Occupation Gender Breakdown



	% of Jobs	Jobs
● Males	92.5%	3,499
● Females	7.5%	282

National Educational Attainment



	% of Jobs
● Less than high school diploma	15.2%
● High school diploma or equivalent	46.8%
● Some college, no degree	22.8%
● Associate's degree	7.0%
● Bachelor's degree	6.6%
● Master's degree	1.2%
● Doctoral or professional degree	0.4%

Occupational Programs



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.



0 Completions (2024)

The completions from all regional institutions for all degree types.



472 Openings (2024)

The average number of openings for an occupation in the region is 25.

Not enough data to show the Top Programs section.

Not enough data to show the Top Schools section.

Appendix A

Heavy and Tractor-Trailer Truck Drivers (SOC 53-3032):

Drive a tractor-trailer combination or a truck with a capacity of at least 26,001 pounds Gross Vehicle Weight (GVW). May be required to unload truck. Requires commercial drivers license. Includes tow truck drivers. Excludes Refuse and Recyclable Material Collectors (53-7081).

Sample of Reported Job Titles:

Driver
Truck Driver
Trucker
Transport Driver
Tractor Trailer Truck Driver
Tractor Trailer Driver
Tanker Driver
Semi Truck Driver
Rubbish Truck Driver
Ready Mix Truck Driver

Related O*NET Occupation:

Heavy and Tractor-Trailer Truck Drivers (53-3032.00)

Appendix B - Data Sources and Calculations

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Q1. Institution Name:

Des Moines Area Community College

Q43. Enter the information below for the person completing this form.

Full Name

Megan Mohrhauser

Job Title

Director of Accreditation and Compliance

Email

mmmohrhauser@dmacc.edu

Q4. Please enter the alternate contact person's information below.

Optional

Full Name

Email

Q5. Workforce program name:

Emergency Medical Technician CERT

Q6. Local Program Code (Course Catalog Code):

EMT-CSP

Q7. Classification of Instructional Program (CIP) Code:

51.0904

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

08/28/1990 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[EMT.xlsx](#)

12KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q11. Workforce Program Description:

The Emergency Medical Technician certificate is designed to provide an introductory learning experience for persons interested in the field of pre-hospital emergency medicine. This course includes practical and computer-based testing in the classroom, as well as clinical and field experience in area hospitals and with local EMS agencies. National Registry certification testing will be available upon successful course completion in both the cognitive and hands-on psychomotor skills areas. Area fire departments and EMS agencies, as well as some hospital emergency departments, urgent care clinics and industrial settings utilize EMTs.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

Describe the role and responsibilities of an EMT Discuss the legal responsibilities of the EMT Define and list the scope of practice by which an EMT is governed Define and discuss the role that the EMT plays inside of the EMS system Define and discuss the history of EMS Discuss basic body anatomy and functions, using appropriate medical terminology Identify the features and roles of the musculoskeletal system Discuss the features and roles of the respiratory system Identify the features and roles of the nervous system List the features and roles of the endocrine system Identify the features and roles of the integumentary system Identify the features and roles of the digestive system List the features and roles of the urinary system Describe the features and roles of the reproductive system Discuss the role of aerobic versus anaerobic metabolism Discuss the composition of ambient air Discuss blood components and the transport and oxygenation of blood Discuss the mechanics of ventilation of functions of the myocardium Discuss the role that vascular resistance plays in blood pressure and microcirculation Perform initial patient assessment and evaluation (primary survey) using diagnosis signs and symptoms Discuss the importance of scene safety Discuss how to form a general impression of the patient Discuss how to obtain a chief complaint List the various life threats that can occur and their treatments Discuss and demonstrate the management of C spine injuries Discuss of various levels of consciousness and ways to grade a patient's level of consciousness Define methods on how to assess and manage the airway Explain and assess the quality, rate, and work of breathing Explain and assess the pulse and perfusion of a patient Define the criteria that classify a patient as critical versus non-critical Perform secondary assessment of the patient Interpret baseline BP Interpret baseline pulse Interpret baseline respiration Interpret baseline temperature Interpret baseline pulse oxygen Obtain a history of present illness from the patient Perform a detailed hands-on-assessment of the patient Discuss and review significant mechanisms of injury Demonstrate a systematic rapid trauma examination Demonstrate C spine immobilization methods Define and obtain a SAMPLE/OPQRST history Discuss what criteria transport decisions are based upon and list the various treatment options available during transport Perform basic life support according to American heart Standards/Red Cross healthcare Professional standards Demonstrate the techniques and steps involved in chest compressions for all age groups Demonstrate the correct use of a defibrillator on a patient in cardiac arrest with the review of the appropriate procedures and safety techniques Demonstrate the use of mechanical aids to provide effective ventilation Demonstrate how, when and why to use the BVM Demonstrate how, when and why to use the nasal airway Demonstrate how, when and why to use an oral airway Examine the various types of bleeding including Demonstrate the identification and management of arterial bleeding Demonstrate the identification and management of venous bleeding Demonstrate the identification and management of capillary bleeding Demonstrate the identification and management of external bleeding Demonstrate the identification and management of internal bleeding Demonstrate the various treatment methods for bleeding Demonstrate how, when, and why to use direct pressure Demonstrate how, when, and why to use elevation Demonstrate how, when, and why to use a tourniquet Demonstrate how, when, and why to use a pneumatic antishock garment Determine the stages of shock including: Demonstrate how, when and why to manage hypovolemic shock Demonstrate how, when and why to manage septic shock Demonstrate how, when and why to manage distributive shock Demonstrate how, when and why to manage cardiogenic shock Evaluate the various types of treatments available for shock patients in the pre-hospital setting including: Demonstrate how, when and why to elevate the feet Demonstrate how, when and why to use warming procedures Demonstrate how, when, and why to use oxygen Demonstrate how, when, and why to assist an advanced provider with IV access and the administration of with fluids Manage the various types of open and closed soft tissue injuries Treat abrasions Treat lacerations Treat avulsions Treat penetrations/punctures Treat crush injuries Treat contusions Treat hematomas Treat burns Demonstrate basic emergency care to patient with open and closed soft tissue injuries Apply sterile dressings Apply non-sterile dressings and bandages Stabilize impaled objects Apply occlusive dressings Apply burn sheets Irrigate a wound Apply a pressure dressing Apply PASG Provide basic emergency care to a person suspected of having open and closed fractures using the following methods: Apply PASG Apply a long back board Apply a c collar Apply manual C spine immobilization Apply a vacuum splint Apply an air splint Apply a SAM splint Apply a sling and swathe Provide basic emergency care to the patient with head, neck, and/or spine injuries via immobilization devices Provide basic emergency care to the patient with injuries of the chest, abdomen and/or genitalia Discuss the signs and symptoms of the following disease states along with the treatment and management of: Describe Diabetes List Cardiac Events Describe CVA/TIA Describe Allergic Reactions List Heat and Cold Emergencies Describe Water emergencies Describe Psychological Emergencies List Abdominal Emergencies Explain Altered Mental Status List Drug and Alcohol Emergencies Explain Syncope and Seizures Describe Respiratory Emergencies Evaluate the pregnant woman and provide assistance for emergency birth Describe the anatomy of pregnancy Describe the menstrual cycle Describe the physical changes in pregnancy Describe the various medical complications that can arise prior to delivery: vaginal bleeding and discharge; seizures and blood pressure issues Describe the stages of labor Describe the signs and symptoms of a normal vaginal delivery versus an abnormal delivery Discuss the various field procedures and treatments for dealing with both the normal and abnormal delivery Discuss the methods of care of the newborn population as well as assessment criteria for this population Analyze management of the pediatric and infant populations Demonstrate techniques for interacting with caregivers Define the physical, emotional and psychosocial characteristics of these populations Define the various anatomical differences between child, infants and adults Define the changes in methods of assessment for this population including the primary and secondary assessment Discuss the special considerations that must be remembered when assessing children and infants in terms of vital signs, medical events, trauma events, SAMPLE/OPQRST history, and pain scale assessment Discuss the overview of the assessment and management of respiratory emergencies including: early respiratory distress, decompensated respiratory failure, respiratory arrest, airway obstruction, FBAO, Croup, epiglottitis, Bronchiolitis, and Asthma Review various other medical and trauma emergencies effecting this population including: seizures, cardiac arrest, drowning, altered mental status, fever, poisoning, and multi systems trauma from car crashes, abuse and falls Review the signs and symptoms of environmental emergencies along with the management and treatment of environmental emergency conditions Describe heat and cold emergencies for generalized hypothermia, Pathophysiology of hypothermia, localized cold injuries, Hyperthermia, and pathophysiology of heat emergencies Treat bites and stings Treat lightning strikes Treat high altitude sickness Demonstrate triage in emergency situations/disasters Define and list the various forms of triage including Jumpstart and Start Define primary versus secondary triage Define and demonstrate the patient tagging system Define the roles and responsibilities of the various sectors including staging, treatment, transport and incident command Analyze how to position, lift and move emergency patients efficiently and safely Demonstrate the various techniques for moving a patient including: cot, draw sheet, stair chair, LBB/scoop, Fireman's carry, two-man carry, power lift, power squat, push/pull, two person carry and one person carry Discuss the four principles of a safe moving and lifting Discuss the need for teamwork and physical fitness Differentiate between the different types of moves available to EMS providers and define when and where they should be used including: emergency moves, urgent moves, and non-urgent moves Discuss and define the requirements and procedures for patient transports via ground and air ambulance Demonstrate how to extricate, stabilize, package and transport an emergency patient Practice the various forms of extrication including rapid and normal Discuss and define the most common types of trauma present in patient's involved in car crashes and methods to treat these injuries Discuss ambulance operations with regard to state laws and safety Define who should be driving the ambulance Define the need to vehicle inspections at the start of every shift Define applicable state laws regarding the operations of lights and siren Define and discuss principles of safe driving Define and discuss state laws pertaining to the operation of an ambulance responding emergent to the scene or hospital Record patient information systematically Discuss and define the various methods of documentation and data management including CHART and SOAP Discuss the importance of the accurate collection and documentation of information Discuss the notion of the PCR as a legal document Define the confidentially aspects of documentation Define and discuss the various accepted forms of medical abbreviations Identify the various signs and symptoms of dependent adult and child abuse Define the legal requirements as to reporting these suspicions List the procedures and methods for interacting with parent caregivers suspected of child or dependent adult abuse Define the importance and rational of body substance isolation (BSI) List the various forms of BSI List the various commercial products available for BSI Define the reasons as to why BSI is needed and also the various diseases an EMS provider may be exposed to including: Hep B, Hep A, Hep C; AIDS/HIV, TB, MRSA/VRSA and SARS Define the EMT's role in assisting medication administration including: aspirin, epi-pens and oral glucose Classify the signs and symptoms that would warrant the administration of these drugs Discuss the effects, side effects and contraindications of these drugs Discuss and review the 5 "R"s of medication administration Discuss and list the various medication names that a drug may be referred to Define and discuss the various routes of administration for medications Define and discuss the concept of standing orders versus online medical direction for medication administration Describe special needs population Review the assessment and treatment techniques for patients who are hearing impaired, blind, and cognitively impaired, mentally or emotional impaired, brain injured, paralyzed, obese, and homeless Review the various pieces of technology that may be encountered by EMS providers including medical oxygen, Apnea monitors, pulse ox, tracheostomy tubes, CPAP and BiPAP, home mechanical ventilators, central lines, implanted ports, dialysis patients, feeding

Q13. Is this program being offered for credit?

- Yes
- No

Q14. Is this program being offered for noncredit?

This question was not displayed to the respondent.

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

6 credits

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

15 weeks

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Week day courses, evenings courses, and weekends courses, face to face , Locations: Ankeny, Carroll Semester 1 EMS 214 - Emergency Medical Technician Credits: 6 Prerequisite: Proof of successful and current completion of either American Heart Association BLS (Basic Life Support) CPR or Red Cross BLS (Basic Life Support) CPR training. Total Credits Required to Complete this Certificate - 6 https://catalog.dmac.edu/preview_program.php?catoid=31&poid=5167&returnto=3193

Q19. Is any of the program provided be ineligible third parties?

- Yes
- No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
 Certificate of completion of an apprenticeship
 License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
 Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

An Iowa Workforce Pell program is considered “stackable” when it 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.

Fire Science Technology, AAS Paramedic, AAS • Paramedic, Fire Science Concentration, AAS

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Program_Paramedic%2C AAS - Des Moines Area Community College.pdf](#)

172.2KB
application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

A workforce program is considered “portable” when 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.

Fire Science Tech, other medical positions

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[EMT_Articulation.pdf](#)

121.1KB
application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

The coursework from EMT stacks into Paramedic, AAS, Paramedic, Fire Science Concentration, AAS, Fire Science Technology, AAS

Q30. Please attach credit articulation agreements (if applicable).

[EMT_Articulation.pdf](#)

121.1KB

application/pdf

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

25-1071 Health Specialties Teachers, Postsecondary 29-2043 Paramedics

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[EMT.xlsx](#)

12KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[EMT.xlsx](#)

12KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[EMT.xlsx](#)

12KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q34. Provide any information you have about the median earnings of program completers.

1st year - \$ 50,212 2nd year - \$ 53,487 3rd year - \$ 53,335

Q35. Provide the program's tuition and fees.

Varied Costs Costs Semester 1 Books (approximate) 323 Viewpoint Screening 70 EMS Testing/Platinum Planner Access 79 NREMT Testing Fee (Cognitive \$104 + Psychomotor \$200) 304 State of Iowa EMS Application Fee 30 State of Iowa Background Check 50 Miscellaneous Expenses/uniform/Supplies 250 Approximate total for program: \$2,396** **Program entry requirements are not included in the total approximate cost.

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[DMACC PPA.pdf](#)

314.2KB

application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Megan Mohrhauser

×

clear

Q40. Today's Date



Location Data

Location: [\(41.7136, -93.6221\)](#)

Source: GeoIP Estimation





Polk City Fire Department

PO Box 34, 309 W. Van Dorn Street

Polk City, IA 50226

Phone: 515-984-6304

Fax: 515-984-6792

Email: pcf@polkcityfd.com

Dear Governor and State Workforce Board,

I am writing to affirm that the Emergency Medical Technician (EMT) certificate program offered through Des Moines Area Community College (DMACC) meets the educational and workforce needs of students pursuing careers in emergency medical services.

The EMT program is designed to provide students with the foundational knowledge, hands-on skills, and clinical experience necessary to deliver pre-hospital emergency care. The curriculum aligns with state and national standards and prepares students to successfully complete certification requirements and enter the workforce as competent, entry-level emergency medical technicians.

Through a combination of classroom instruction, laboratory practice, and real-world clinical experiences, students develop critical competencies including patient assessment, emergency response, communication, and teamwork. These skills directly correspond to the expectations of employers in emergency medical services, healthcare systems, and public safety organizations.

Additionally, the program addresses current workforce demands by preparing graduates to fill essential roles in a high-need, high-impact field. EMTs play a vital role in community health and safety, and this program ensures that graduates are equipped to respond effectively in a variety of emergency situations.

Based on the program structure, learning outcomes, and alignment with industry standards, the EMT certificate program clearly supports both student success and regional workforce needs.

Please feel free to contact me if you need any additional information.

Sincerely,

Karla Hogrefe

Fire Chief

Polk City Fire Department



THE CITY OF
West Des Moines[®]
www.wdm.iowa.gov

Emergency Medical Services

4200 Mills Civic Parkway
P.O. Box 65320
West Des Moines, IA 50265

Administrative Office
318 5th Street
West Des Moines, IA 50265
515-222-3652

Billing Office
515-273-0652
515-273-0662 FAX

24-Hour Dispatch
515-222-3321

ems@wdm.iowa.gov

June 1, 2026

Dear Governor and State Workforce Board,

I am writing to affirm that the Emergency Medical Technician (EMT) certificate program offered through Des Moines Area Community College (DMACC) meets the educational and workforce needs of students pursuing careers in emergency medical services.

The EMT program is designed to provide students with the foundational knowledge, hands-on skills, and clinical experience necessary to deliver pre-hospital emergency care. The curriculum aligns with state and national standards and prepares students to successfully complete certification requirements and enter the workforce as competent, entry-level emergency medical technicians.

Through a combination of classroom instruction, laboratory practice, and real-world clinical experiences, students develop critical competencies including patient assessment, emergency response, communication, and teamwork. These skills directly correspond to the expectations of employers in emergency medical services, healthcare systems, and public safety organizations.

Additionally, the program addresses current workforce demands by preparing graduates to fill essential roles in a high-need, high-impact field. EMTs play a vital role in community health and safety, and this program ensures that graduates are equipped to respond effectively in a variety of emergency situations.

Based on the program structure, learning outcomes, and alignment with industry standards, the EMT certificate program clearly supports both student success and regional workforce needs.

Please feel free to contact me if you need any additional information.

Sincerely,

Mark McCulloch, Assistant Chief
West Des Moines Emergency Medical Services



Commission on Accreditation of
Ambulance Services

Q1. Institution Name:

Iowa Central Community College

Q43. Enter the information below for the person completing this form.

Full Name

Dr. Stacy Mentzer

Job Title

Vice President of Instruction

Email

mentzer_s@iowacentral.edu

Q4. Please enter the alternate contact person's information below.

Optional

Full Name

Shelly Blunk

Email

blunk@iowacentral.edu

Q5. Workforce program name:

Emergency Medical Technician

Q6. Local Program Code (Course Catalog Code):

ZEMS 200

Q7. Classification of Instructional Program (CIP) Code:

51.090400

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

01/01/1989 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[EMT schedule.docx](#)

120.5KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q11. Workforce Program Description:

This course is a combined lecture/lab/clinical course which has been developed by the United States National Highway Traffic Safety Administration. The course follows the 2021 National Emergency Medical Services Education Standards for the Emergency Medical Technician (EMT). This course provides the student an opportunity to supply cognitive knowledge and psychomotor skills in the classroom, hospital, and pre-hospital setting. Instruction is related to patient assessment in areas of basic life support, cardiac arrest, trauma, and medical emergencies. Students must complete a minimum of 68 hours of clinical/field time to successfully complete the course. Upon successful completion of this course students will be eligible to take National Registry of EMTs certification testing at the Emergency Medical Technician level. Students will be required to undergo a national criminal background check and State of Iowa child/adult abuse registry check prior to clinical rotations. Mandatory reporter training and a health physical are required prior to starting clinical/field rotations. The cost of the background check is covered in tuition. However, the cost of obtaining additional requirements is in addition to course tuition and fees. Information on how to satisfy these requirements will be distributed the first night of class. Student must be 17 years of age at time of enrollment, be able to speak, write, and read English and possess a valid driver's license. Current BCLS recognition at the BLS Provider (American Heart Association) or Professional Rescuer (American Red Cross) level is required prior to starting clinical rotations. This class qualifies for GAP tuition assistance.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

. Students will be able to apply fundamental knowledge of EMS systems, safety/well-being of the EMT, and medical/legal and ethical issues to the provision of emergency care. b. Students will be able to apply fundamental knowledge of the anatomy and function of all human systems to the practice of EMS. c. Students will be able to use foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals. d. Students will be able to apply fundamental knowledge of the pathophysiology of respiration and perfusion to the patient assessment and management. e. Students will be able to apply fundamental knowledge of life span development to patient assessment and management. f. Students will be able to use simple knowledge of the principles of illness and injury prevention in emergency care. g. Students will be able to apply fundamental knowledge of medications that the EMT may assist/administer to a patient during an emergency. h. Students will be able to apply fundamental knowledge of anatomy and physiology to patient assessment and management in order to assure patent airway, adequate mechanical ventilation, and respiration for patients of all ages. i. Students will be able to apply scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, reassessment) to guide emergency management. j. Students will be able to apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. k. Students will be able to apply fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure, or arrest, cardiac failure or arrest, and post-resuscitation management. l. Students will be able to apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. m. Students will be able to apply fundamental knowledge of growth, development, aging and assessment findings to provide basic emergency care and transportation for a patient with special needs. n. Students will be able to apply knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

This question was not displayed to the respondent.

Q15. List the total program credit hours.

Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

8

Q16. List the total program clock hours.

Workforce Pell programs must be 150-599 clock hours.

203

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.

Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

15 weeks

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Total Lecture Hours: 60 Total Lab Hours: 75 Total Clinical Hours: 68 The program is a combination of lecture, lab, and clinical. Students must complete the 60 hours of lecture time with the instructor. Students will also practice hands-on skills preparing them for their clinical time and career with time in the skills lab. Students will also be required to complete 68 hours of clinical time at a facility.

Q19. Is any of the program provided by ineligible third parties?

Yes

No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
 Certificate of completion of an apprenticeship
 License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
 Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

An Iowa Workforce Pell program is considered “stackable” when it 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.

Students who complete this credential can utilize credit for prior learning. They then have the option of transferring the credit hours of EMT to the Paramedic Program. This credential can also be added to the Fire Science program, offering students a variety of options for stacking and advancing their careers.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

A workforce program is considered “portable” when 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.

This program will provide the opportunity for students to enter the workforce using the skills they have gained. With this program alone allows students to enter the workforce without any other required education. Students can work EMT's in any facility where EMT's are employed.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[labormarket info.pdf](#)

7.8MB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

This program will stack into other credit-bearing pathways such as a Paramedic, AAS or Fire Science, AAS, providing students with the opportunity to gain further education to increase their certifications and degrees. The EMS 200 program is a required component in both of those degrees and is set up to be a direct, credit transfer.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply

relevant [SOC codes](#).

29-9042.00

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[employer letter and advisory committee.pdf](#)

6.4MB

application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[Completers.xlsx](#)

10.5KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[EMT placement rate.docx](#)

13.4KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q34. Provide any information you have about the median earnings of program completers.

The median earnings is \$40,859. Since historically the students in the non-credit program are sponsored by their employer we did not track wages. This will be a piece that will be tracked moving forward.

Q35. Provide the program's tuition and fees.

\$2199.00

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[Federal Student Aid.pdf](#)

40.2KB

application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.



✕

clear

Q40. Today's Date

Select a date

05/14/2026 12:00 AM



Location Data

Location: ([42.4975, -94.168](#))

Source: GeoIP Estimation





FORT DODGE FIRE DEPARTMENT

1515 CENTRAL AVE · FORT DODGE, IA 50501

PHONE (515) 576-1031 · FAX (515) 955-2396

5/13/2026

To Whom It May Concern,

The Iowa Central Community College EMS Program has been an invaluable partner to the Fort Dodge Fire Department in the development and advancement of our emergency medical services personnel. Through this cooperative relationship, Iowa Central has consistently provided high-quality education and training opportunities that have allowed members of our department to obtain and maintain Emergency Medical Technician (EMT) and Paramedic certifications.

The Fort Dodge Fire Department has utilized the Iowa Central EMS Program for both initial certification and continuing advancement of our personnel. The program has played a significant role in preparing our firefighters and EMS providers to deliver professional, high-quality prehospital care to the residents and visitors of our community. The knowledge, instruction, and hands-on training provided through the college have directly contributed to the strength and effectiveness of our EMS system.

In addition to the educational benefits, the relationship between Iowa Central Community College and the Fort Dodge Fire Department has been highly collaborative and professional. The college has demonstrated a strong commitment to supporting local public safety agencies and workforce development within our region. Communication and coordination between the EMS program and our department have consistently been positive, responsive, and focused on student and provider success.

We value the partnership we have established with Iowa Central Community College and appreciate the college's continued dedication to EMS education and public safety. We look forward to continuing this strong working relationship in the future.

Sincerely,

Matt Price

Fire Chief
Fort Dodge Fire Department

Advisory Committee Meeting Agenda and Minutes

See last page for the purpose of the program's Advisory Committee, including a description and list of responsibilities.

PROGRAM SPONSOR:	Iowa Central Community College		
CoAEMSP PROGRAM NUMBER:	600520	DATE, TIME, + LOCATION OF MEETING:	March 3 rd @ 1800 AST 303 or Zoom
PROGRAM LEVEL (e.g., AEMT, Paramedic, AEMT & Paramedic):	Paramedic & EMT		
CHAIR OF THE ADVISORY COMMITTEE:¹	██████████		
ATTENDANCE			
Community of Interest	Name(s) <i>List all members. Multiple members may be listed in the same category.</i>	Present – Place an 'x' for each person present	Agency/Organization
Physician(s) <i>(may be fulfilled by Medical Director)</i>	Filled by Medical Director	X	
Employer(s) of Graduates Representative(s)	██████████		Mary Greeley Medical Center
Key Government Official	██████████	X	Fort Dodge Fire Department
Public Member(s)	██████████	X	Webster County Board of Supervisors
Clinical and Capstone Field Internship Representative(s)	██████████	X	Seneca Foundry
Faculty ² (Open Invitation) <i>ex officio, non-voting member</i>	██████████		Fort Dodge Fire Department
	██████████		Trinity Regional Medical Center
	██████████		Iowa Central Community College

¹ The chair should not be employed by the sponsor of the program. The Advisory Committee is *advising* the program.

² Faculty and administration are ex-officio members.

Community of Interest	Name(s) List all members. Multiple members may be listed in the same category.	Present – Place an 'x' for each person present.	Agency/Organization
	[Redacted]	X	
	[Redacted]		
	[Redacted]	X	
	[Redacted]		
	[Redacted]		
	[Redacted]	X	
	[Redacted]	X	
	[Redacted]	X	
Sponsor Administration ² Ex officio, non-voting member	[Redacted]		Iowa Central Community College
Paramedic Student(s) (current)	[Redacted]	X	ICCC Simulation Center
Paramedic Graduate(s)	[Redacted]	X	Iowa Central Community College
EMT Graduate(s)	[Redacted]	X	Fort Dodge Fire Department
Program Director, ex officio, non-voting member	[Redacted]	X	Mary Greeley Medical Center
Medical Director, ex officio, non-voting member	[Redacted]	X	Farnhamville EMS
Retired Faculty, Ex officio, non-voting member	[Redacted]		Iowa Central Community College
	[Redacted]		Mary Greeley Medical Center
	[Redacted]		N/A

³ Add rows for multiple members of the same community of interest if the program has additional named communities of interest, list the community of interest and the name(s) that represent each.

<p>Agenda Item <i>Do not leave columns blank, otherwise that topic will be considered not reviewed or discussed</i></p>	<p>Completed/ Discussed (Yes/No)</p>	<p>Discussion <i>include key details of the discussion</i></p>	<p>Action(s) Taken</p>
<p>1. Call to order – [REDACTED]</p>	<p>Yes</p>	<p>Call to order made by Chair [REDACTED]</p>	
<p>2. Roll call - [REDACTED]</p>	<p>Yes</p>	<p>Roll call performed by [REDACTED]</p>	
<p>3. Review and approval of 10/2025 meeting minutes – [REDACTED] - Review of Action Items</p>	<p>Yes</p>	<p>Review of Action Items:</p> <ul style="list-style-type: none"> • Requirements for Remediation <ul style="list-style-type: none"> ○ We can do them and are in the process of developing a remediation resource for former students. • Site Visit <ul style="list-style-type: none"> ○ We expected our Official Findings letter early January but have not received it. We have reached out to ask for an update. • CoAEMSP Proforma and Staffing & Space Model <ul style="list-style-type: none"> ○ Would like recommendations from the group on how to proceed and what to present to sponsor administration. <ul style="list-style-type: none"> ▪ Some conversation was had as to how faculty would like to see the clinical coordinator role grow/operate, but no official recommendation from the advisory was given on what should be proposed to Sponsor Administration. • Clinical Liaisons Regularly Scheduled Meetings <ul style="list-style-type: none"> ○ Have not scheduled any meetings yet. 	<p>Motion to approve previous minutes: 1st: [REDACTED] 2nd: [REDACTED] Result: Passed Unanimously</p>
<p>4. Current Classes – [REDACTED] - Paramedic - EMT - EMR</p>	<p>Yes</p>	<p>Paramedic:</p> <ul style="list-style-type: none"> • P2: Seven Students • P5: Six Students <p>EMT:</p> <ul style="list-style-type: none"> • FD Evening: 16 Students • FD Day: 5 Students • Pocahontas: 6 Students <p>EMR:</p>	

<p>Agenda Item <i>Do not leave columns blank, otherwise that topic will be considered not reviewed or discussed</i></p>	<p>Completed/ Discussed <i>(Yes/No)</i></p>	<p>Discussion <i>Include key details of the discussion</i></p>	<p>Action(s) Taken</p>
<p>5. Upcoming Classes – [REDACTED]</p> <ul style="list-style-type: none"> - Paramedic - EMT - EMR 	<p>Yes</p>	<ul style="list-style-type: none"> • No classes scheduled. Currently Developing Curriculum <p>Paramedic:</p> <ul style="list-style-type: none"> • P5 will graduate <ul style="list-style-type: none"> ○ Pinning Ceremony May 21st and all Advisory is Invited • P3 <p>EMT:</p> <ul style="list-style-type: none"> • FD Evening – Summer 2026 • Exploring Off-Site in Story County Area due to demand. <p>EMR:</p> <ul style="list-style-type: none"> • American Packaging and Storm Lake FD have both reached out interested in classes. <ul style="list-style-type: none"> ○ Once Curriculum is done and SMC is approved by the committee we will look into scheduling classes. 	
<p>6. Paramedic Program Updates – [REDACTED]</p> <ul style="list-style-type: none"> - Course Fees Update - Need for additional PT Adjunct Instructor 	<p>Yes</p>	<p>Will be updating course fees for the fall. Planning to have a Medic Tests subscription as well as two clinical shirts.</p> <p>Will be posting on the ICCC EMS Facebook page that we are interested in onboarding another PT Adjunct instructor for the paramedic program.</p>	

<p>Agenda Item <i>Do not leave columns blank, otherwise that topic will be considered not reviewed or discussed</i></p>	<p>Completed/ Discussed <i>(Yes/No)</i></p>	<p>Discussion <i>include key details of the discussion</i></p>	<p>Action(s) Taken</p>
<p>7. EMT Program Updates – [REDACTED]</p> <ul style="list-style-type: none"> - 2025FA Cohort NREMT results - Course Fees 	<p>Yes</p>	<p>- Fall curriculum changes will require more instructional time during the week, and we will still have traditional PM courses finishing out the program.</p> <p>New SMCs seem to be going fantastic. Results from the 2025FA Cohort:</p> <ul style="list-style-type: none"> • Students who Completed the Program: 9 • Students who have tested the NREMT: 8 • First time Pass: 6 • Second time Pass: 1 • Third time Pass: • One student has taken the exam twice and failed but has not retested. • First Time Pass Rate for those who tested: 75% • Cumulative First Attempt (3 attempts) for those who tested: 87.5% <p>Course fees will be updated. Will include Medic Tests Subscription that will be for personal use and utilized in the classroom as well.</p>	

<p>Agenda Item <i>Do not leave columns blank, otherwise that topic will be considered not reviewed or discussed</i></p>	<p>Completed/ Discussed <i>(Yes/No)</i></p>	<p>Discussion <i>include key details of the discussion</i></p>	<p>Action(s) Taken</p>
<p>8. Review the Program's minimum expectations - [2023 CAAHEP Standard II.A. Minimum Expectations] - Finalize & Approve Program Goals</p>	<p>Yes</p>	<p>█ has reviewed the previous document found "Program Goals and Learning Objectives". █ concern: "Programs that adopt educational goals beyond the minimum expectations statement must provide evidence that all students have achieved those goals prior to the entry into the field." █ Concern is that if this document is listed as Goals and Learning Objectives then we could be ask to provide documentation of these things and verbiage is very subjective in multiple areas.</p> <ul style="list-style-type: none"> █ would like to have the Program Goals to read the minimum expectations listed by CAAHEP: "To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession." And take away the other items from the document. 	<p>Motion to approve program goals and take away other items in the original document. 1st: █ 2nd: █ Results: Passed Unanimously</p>
<p>9. Support the Program's required minimum numbers of patient/skill contacts for each of the required patients and conditions - █ [2023 CAAHEP Standard III.C. Curriculum] - 2026FA Paramedic Cohort SMC Approval</p>	<p>Yes</p>	<p>█ Presented the SMCs for the cohort starting in 2026. • With the new curriculum, keeping all SMCs at the minimum recommended by the CoAEMSP.</p>	<p>Motion to approve 2026 Paramedic Cohort SMCs 1st: █ 2nd: █ Results: Passed Unanimously</p>

<p>Agenda Item <i>Do not leave columns blank, otherwise that topic will be considered not reviewed or discussed</i></p>	<p>Completed/ Discussed <i>(Yes/No)</i></p>	<p>Discussion <i>include key details of the discussion</i></p>	<p>Action(s) Taken</p>
<p>10. Review the program's annual report and outcomes - [2023 CAAHEP Standard IV.B. Outcomes]</p> <ul style="list-style-type: none"> • Annual Report data • Complete Resource Assessment Survey for Advisory and Faculty Members. 	<p>Yes</p>	<p>presented the annual report from the reporting year of 2024 and discussed all items included within the report including thresholds/outcome data results, graduate survey results, and employer results.</p> <p>notified the committee that the CoAEMSP will be changing annual reports this year to start reporting on the previous year. In July, we will have to complete another annual report on the cohorts graduating in 2025. From then on, at the beginning of every year, an annual report will have to be done on cohorts graduating from that previous year.</p> <p>All advisory members received 2025 RAM via email once completed and no questions/concerns were noted either by email response or in person at this meeting.</p> <p>All Advisory members present completed the Resource survey for the 2026 RAM which will be reviewed at the next advisory meeting.</p> <p>State inspection results have come back from the site visit with good review and our renewal as an EMS training program for the state of Iowa is complete and approved.</p>	<p>Conducted Program Personnel program Resource Survey via Microsoft Forms</p>
<p>11. Review program changes -</p> <ul style="list-style-type: none"> • Clinical and field affiliation changes • PM Curriculum changes • Virtual Attendance Policy 	<p>Yes</p>	<p>Students have requested to do some clinicals at Johnston Grimes FD. Working on an agreement but have not heard back from them yet.</p> <p>New Clinical contract set up with Crawford County Memorial Hospital.</p> <p>New Curriculum that was voted on has had final approval. Course numbers have been assigned. It is now in the Course Catalog for the college, but has to be gone over first.</p> <p>is Currently working on putting everything on paper and will have instructor meetings to tweak, finalize, etc.</p>	

	<p>Agenda Item <i>Do not leave columns blank, otherwise that topic will be considered not reviewed or discussed</i></p>	<p>Completed/ Discussed <i>(Yes/No)</i></p>	<p>Discussion <i>Include key details of the discussion</i></p>	<p>Action(s) Taken</p>
12.	<p>Review substantive changes - [REDACTED] [2023 CAAHEP Standard V.E. Substantive Change]</p> <ul style="list-style-type: none"> Program status 	Yes	Nothing significant to report other than what was previously discussed regarding the Site Visit	Adding a Virtual Attendance Policy
13.	<p>Community Outreach Workgroup Update – [REDACTED]</p>	Yes	<p>First meeting was February 17th via Zoom.</p> <p>[REDACTED] Was appointed chair of the workgroup</p> <p>[REDACTED] gave an update as to how the first meeting went for the workgroup, goals that were set, and when the next meeting is. No recommendations to the advisory committee from the workgroup were made at this time.</p> <p>Current action items include surveying what needs are in the community for EMS continuing education and looking at possibilities to recruit high-school students for EMT Programs.</p>	
14.	<p>Other comments/recommendations – Open to the Committee</p>	Yes	<p>[REDACTED] Nominated [REDACTED] as the next Advisory member to serve in the role of "Current PM Student" pending he applies and is accepted into the 2026FA Paramedic Program.</p>	
15.	<p>Staff/professional education</p> <ul style="list-style-type: none"> 2026 IEMSA Conference for Adjunct Faculty 	Yes	<p>Would like to propose to Administration to sponsor adjunct instructors to attend IEMSA later this fall.</p> <p>Dates: November 12-14 Price: Around \$400 per attendee for non-IEMSA members. There is the potential for a discounted fee for training programs sending faculty members that has not been decided on yet by IEMSA leadership.</p>	

<p>Agenda Item <i>Do not leave columns blank, otherwise that topic will be considered not reviewed or discussed</i></p>	<p>Completed/ Discussed <i>(Yes/No)</i></p>	<p>Discussion <i>include key details of the discussion</i></p>	<p>Action(s) Taken</p>
<p>16. Other business - [redacted]</p> <ul style="list-style-type: none"> - Tech Plan Requests Submitted - Bylaws Approval 	<p>Yes</p>	<p>All faculty members present at the meeting expressed interest in attending if the opportunity arose.</p> <p>Tech Plan requests have been submitted and we are waiting to hear back on approval.</p> <p>No concerns were brought up regarding the items we submitted for. 4 members completed the Microsoft Forms Approval Survey for the Tech Plan submission.</p> <p>No concerns were brought forth by members of the committee in-person with reference to the items submitted for the Tech Plan</p> <p>No thoughts or concerns were voiced regarding the Bylaws that [redacted] sent out to the group. [redacted] would like to have the bylaws approved by the committee.</p>	<p>Motion to approve the Bylaws for the ICCC EMS Advisory Committee</p> <p>1st: [redacted]</p> <p>2nd: [redacted]</p> <p>Result: Passed Unanimously</p>
<p>17. Next meeting(s)</p>	<p>Yes</p>	<p>Fall of 2026, TBD</p>	
<p>18. Adjourn</p>	<p>Yes</p>		<p>Motion to adjourn:</p> <p>1st: [redacted]</p> <p>2nd: [redacted]</p> <p>Result: Passed Unanimously</p>

Minutes prepared by [redacted] Date 03/09/2026

Minutes approved by [redacted] Date 03/09/2026

Medical Director's signature (for item #9 above) _____ Date 04/13/2026

Attach program's required **Student Minimum Competency** numbers (Summary Tracking tab) to verify which required minimum numbers were reviewed and supported (item #9 above)

Purpose of the Advisory Committee (CAAHEP Standard II.B.)

The program advisory committee must include at least one representative of each community of interest and must meet annually. Communities of interest served by the program include, but are not limited to, students, graduates, faculty members, sponsor administrators, employers, physicians, clinical and capstone field internship representatives, and the public.

The program advisory committee advises the program regarding revisions to curriculum and program goals based on the changing needs and expectations of the program's communities of interest, and an assessment of program effectiveness, including the outcomes specified in these Standards.

It is recommended that the chair of the advisory committee be from one of the following groups: graduates, employers, physicians, clinical and field internship representatives, or public.

Program advisory committee meetings may be conducted using synchronous electronic means.

The program advisory committee minutes must document support of the program required minimum numbers of patient contacts.

Responsibilities of the Advisory Committee

- Review the minimum program goal.
- Review and support the required minimum numbers of patient/skill contacts for each of the required patients and conditions.
- Verify that the Paramedic program is adhering to the National Emergency Medical Services Education Standards.
- Review Program performance based on outcomes thresholds and other metrics (at a minimum credentialing success, retention, and job placement).
- Provide feedback to the Program on the performance of graduates as competent entry level Paramedics (for employers).
- Provide feedback to the Program regarding clinical and field opportunities and feedback on students in those areas.
- Provide recommendations for curricula enhancements based on local needs and scope of practice.
- Assist with long range planning regarding workforce needs, scheduling options, cohort size, and other future needs.
- Complete an annual resource assessment of the program.



Q1. Institution Name:

Iowa Western Community College

Q43. Enter the information below for the person completing this form.

Full Name

Matt Mancuso

Job Title

VP of Business and Community Education

Email

mmancuso@iwcc.edu

Q4. Please enter the alternate contact person's information below.

Optional

Full Name

Zane Berry

Email

zberry@iwcc.edu

Q5. Workforce program name:

Emergency Medical Technician (EMT)

Q6. Local Program Code (Course Catalog Code):

EMTEC-211

Q7. Classification of Instructional Program (CIP) Code:

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic)

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

10/01/2018 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[EMT.pdf](#)

222.1KB

application/pdf

Q11. Workforce Program Description:

The Emergency Medical Technician (EMT) program prepares students to provide life-saving care in prehospital settings. Through face-to-face instruction, lab work, and clinical experience, students will learn to assess, stabilize, and transport patients of all ages. The program follows the national standard curriculum and meets requirements to sit for the National Registry of Emergency Medical Technicians (NREMT) certification exam.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

· Recognize acute and critical physiological changes across all age groups · Identify psychological and clinical symptoms requiring emergency intervention · Apply appropriate prehospital care techniques for: · Infants · Children · Adolescents · Adults · Geriatric patients · Understand and apply ethical and legal responsibilities in EMS practice

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.

Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

172 hours of instruction

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.

Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

The program takes 14 weeks to complete.

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Courses are offered at multiple locations. The schedule consists of several components: one evening of face-to-face lecture instruction, hands-on/lab training days, and ride-alongs/clinical experiences with local fire departments. All three components are required to successfully complete the program.

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

An Iowa Workforce Pell program is considered “stackable” when it 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.

Emergency Medical Technician (EMT) training serves as the foundational step toward obtaining a paramedic license by providing students with essential emergency care, patient assessment, and basic life support skills. After completing EMT certification and gaining field experience, students can continue into paramedic education, which expands their training in advanced medical procedures and emergency response. EMT coursework can also support pathways into credit-bearing healthcare programs, allowing students to apply their training toward degrees in paramedicine, nursing, fire science, or other allied health fields. A student must have their EMT license with the state of Iowa before pursuing the Paramedic program. Students will be able to test after they complete Iowa Western's EMT class. Colleges need to be accredited to offer paramedic. Iowa Western is accredited. Completion of the paramedic program, they can test to be on the National Register of Paramedics (EMT/Paramedics).

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[EMT Paramedic backup.pdf](#)

520.8KB

application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

A workforce program is considered “portable” when 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.

EMT certification is considered portable because it is based on nationally recognized standards and competencies that are widely accepted across states. Students who complete EMT training and obtain National Registry certification can often transfer or apply for licensure in other states through reciprocity processes, allowing them to pursue employment opportunities in a variety of communities and healthcare settings. Similarly, paramedic licensure is portable because paramedic programs follow national education and certification standards that prepare graduates for licensure and employment across the country. Individuals who earn National Registry Paramedic certification can typically apply for state licensure in other states, making the credential valuable for career mobility within emergency medical services, fire departments, hospitals, and other healthcare organizations. Also, students can utilize continue their education on the credit side. Students who successfully complete can transfer the credential to credit.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[EMT Portability.pdf](#)

418.2KB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Students who complete this program and want to continue on have two options - one, continue on to the non-credit paramedic program. 2. Register for the credit Paramedic/Firefighter program. Completing this EMT program successfully will give you 8 credit hours in the Iowa Western Paramedic/Firefighter program. No articulation agreements are needed. We use an Alternative Credit/Credit for Prior Learning form. I have included that again, below.

Q30. Please attach credit articulation agreements (if applicable).

[EMT Portability.pdf](#)

418.2KB

application/pdf

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

29-2042 EMT 29-2043 Paramedic

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[IWCC EMS Advisory Committee Meeting Minutes 3_16_26.pdf](#)

279.2KB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[EMT ENrollment Data.pdf](#)

73.4KB
application/pdf

Q41. Provide any data you may have on the job placement rate:

[Job Placement EMT.pdf](#)

1.4MB
application/pdf

Q34. Provide any information you have about the median earnings of program completers.

\$49,300/yr (Lightcast Data for our region)

Q35. Provide the program's tuition and fees.

Currently cost is \$1500

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.



✕

clear

Q40. Today's Date

Select a date

05/14/2026 12:00 AM



Location Data

Location: [\(41.2615, -95.8304\)](#)

Source: GeoIP Estimation





Glenwood Fire Department

Duty, Honor, Courage, Unity

Station: (712) 527-2093
Fax: (712) 527-9332

120 South Walnut St.
Glenwood, IA 51534

5/26/2026

To Whom It May Concern,

This letter is in support of Iowa Western Community College EMS/Fire Science program. The students come prepared and well trained once hired by organizations. Glenwood Fire over the years has hired several individuals that have obtained their education and certifications from IWCC, and we have always had students/employees that excel at all levels. If you have any questions, please feel free to reach out to me.

If you have any questions, please feel free to contact me.

Respectfully,

Matthew R Gray
Fire Chief
Glenwood Fire Department
mgray@glenwoodfire.us
712-520-5056



COUNCIL BLUFFS FIRE DEPARTMENT
200 SOUTH 4TH STREET
COUNCIL BLUFFS, IOWA 51503
712-890-5372

May 26, 2026

To Whom it concerns:

On behalf of the Council Bluffs Fire Department, I am pleased to report that we have hired in the past and plan to continue to hire students from Iowa Western Community College to join our department as paramedics and firefighters. Students from IWCC come trained and prepared for the EMS profession the day they are hired.

These students come ready to work and the educators who prepare them for this work are open feedback and collaboration to meet the ever-changing demands of this profession.

We look forward to our continued partnership to meet the needs of our community.

Sincerely,

A handwritten signature in blue ink that reads "Rick Benson". The signature is written in a cursive style.

Rick Benson
EMS Officer Council Bluffs Fire Department
200 South 4th Street, Council Bluffs, IA 51503
e: rbenson@councilbluffs-ia.gov | p: 712.328.4646

Q1. Institution Name:

Eastern Iowa Community Colleges

Q43. Enter the information below for the person completing this form.

Full Name

Ashlee Spannagel

Job Title

Vice Chancellor of Workforce Development

Email

aespannagel@eicc.edu

Q4. Please enter the alternate contact person's information below.

Optional

Full Name

Karri Frank

Email

kjfrank@eicc.edu

Q5. Workforce program name:

CNC Entry-Level Technician

Q6. Local Program Code (Course Catalog Code):

CELT

Q7. Classification of Instructional Program (CIP) Code:

4805010000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

09/09/2024 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[CNC Enrollment.xlsx](#)

11.4KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q11. Workforce Program Description:

This program provides foundational skills in shop math and precision measurement, essential for machining and manufacturing. Students will be introduced to CNC mill and lathe operations, including the basics of blueprint reading and CNC programming. The course is designed to equip students with the practical knowledge needed for entry-level positions in the machining industry.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

By the end of the course students will be able to: Apply shop math to solve machining calculations including speeds, feeds, tolerances, and geometric problems. Use precision measurement tools such as calipers, micrometers, height gauges, and dial indicators to verify part accuracy. Interpret technical blueprints, GD&T symbols, tolerances, and machining notes to guide part setup and production. Operate manual machining equipment including mills and lathes to perform facing, turning, drilling, tapping, and milling operations. Demonstrate safe shop practices including PPE use, machine safety procedures, and proper handling of cutting tools and materials. Create basic CAM toolpaths for contouring, pocketing, drilling, and simulation verification. Operate CNC machines by loading programs, setting work offsets, installing tooling, and running basic machining cycles. Troubleshoot machining issues such as chatter, poor surface finish, incorrect tool selection, or dimensional inaccuracies. Perform quality checks by inspecting finished parts, comparing results to blueprint specifications, and documenting findings. Communicate effectively in a manufacturing environment using appropriate terminology, documentation, and collaboration practices.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

This question was not displayed to the respondent.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

170

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

15

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

This program consists of six courses including: Workplace Safety, Shop Math, Measurement, Hand Tools, & Fasteners, Blueprint Reading, CAM Fundamentals, CNC Basics. The program spans 15 weeks in length and is 170 clock hours. The course consists of in-person lab-based instruction. Applied lecture is provided to students during structured class meeting times. Students then apply the knowledge through hands-on activities using the equipment in the lab. Instructional support and assistance is provided to students in a one-on-one manner as they are applying the concepts they have learned within the lab on the equipment. A sample schedule may entail: Shop Math, Measurement, Hand Tools, & Fasteners, Blueprint Reading (M, Th, F 12p-3p); CAM Fundamentals, CNC Basics (M-Th 1p-330p). Students will complete the Workplace Safety class using the online learning management system.

Q19. Is any of the program provided by ineligible third parties?

Yes

No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
 Certificate of completion of an apprenticeship
 License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
 Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

An Iowa Workforce Pell program is considered “stackable” when it 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.

Students will receive credit for prior learning for three classes (MFG 106, MFG 192, and MFG 371) (total of 9 credits) toward the EICC CNC Machine Operator Certificate, CNC Programmer Diploma, and Advanced Manufacturing AAS programs. Students will receive credit for prior learning for two classes (MFG 106 and IND 134) (total of 5 credits) toward the EICC Engineering Tech Certificate and Diploma programs. Students will receive credit for prior learning for 1 class (MFG 371) (total of 3 credits) toward the EICC Digital Modeling for Manufacturing Certificate program.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[CNC Stackability Evidence.pdf](#)

610.4KB

application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

A workforce program is considered “portable” when 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.

Program completion results in official EICC continuing education transcript and noncredit credential delivered by an accredited community college. Program type is recognized across states and employers. Industry partners throughout the region have validated the skills taught through the program to ensure alignment with entry-level skills needed in the workforce.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Articulation Agreement w Appendix.pdf](#)

1.5MB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Students will receive credit for prior learning for three classes (MFG 106, MFG 192, and MFG 371) (total of 9 credits) toward the EICC CNC Machine Operator Certificate, CNC Programmer Diploma, and Advanced Manufacturing AAS programs. Students will receive credit for prior learning for two classes (MFG 106 and IND 134) (total of 5 credits) toward the EICC Engineering Tech Certificate and Diploma programs. Students will receive credit for prior learning for 1 class (MFG 371) (total of 3 credits) toward the EICC Digital Modeling for Manufacturing Certificate program.

Q30. Please attach credit articulation agreements (if applicable).

[Articulation Agreement w Appendix.pdf](#)

1.5MB

application/pdf

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

Machinist 51-4041, Multiple Machine Tool Setters, Operators and Tenders 51-4081

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[CNC Employer Demand Evidence.pdf](#)

15.4MB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[CNC Completion evidence.pdf](#)

287.1KB
application/pdf

Q41. Provide any data you may have on the job placement rate:

[Placement evidence.pdf](#)

224KB
application/pdf

Q34. Provide any information you have about the median earnings of program completers.

\$55,481

Q35. Provide the program's tuition and fees.

\$3,125

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Ashlee E. Spannagel

×

clear

Q40. Today's Date

Select a date

05/14/2026 12:00 AM



Location Data

Location: [\(37.751, -97.822\)](#)

Source: GeoIP Estimation





Eastern Iowa Community Colleges

Industry has expressed and validated the need for the skills included in the Entry-Level CNC Technician program.

Credit Advisory Council

The advisory council, established to support the Advanced Manufacturing AAS program, has confirmed and validated the skills included within the certificate, diploma, and AAS program. The Entry-Level CNC Technician program was designed specifically to be a stackable entry point that would equip them with skills to enter the workforce or prepare them for additional educational opportunities by matriculating to the Advanced Manufacturing AAS, CNC Programmer Diploma, or CNC Machine Operator Certificate.

Workforce Training & Development Survey Results

See the attached summary which provides an overview of the feedback provided by 87 industry partners. In the Technical/Skilled Trades categories, skills were prioritized that are included in the Entry-Level CNC Technician program.

Top 100 High-Priority Jobs Report

According to the Top 100 High-Priority Jobs Report, compiled and published by the Quad Cities Chamber of Commerce, occupations occur on the high-priority top 100 listing based on earnings, annual openings and expected growth. Beginning of page 17 of the attached report, the rows highlighted in green evidence the need for training in the skills included within the Entry-Level CNC Technician program.

Lightcast Labor Market Information

The attached Occupation Overview from Lightcast document the need for this program. Specifically, in the Machinists occupation, job posting demand, projected growth in some skill areas is growing or rapidly growing, and a projection that retirement risk is about the same as the national average throughout the core counties in EICC's service area.

Clinton Community College
1000 Lincoln Blvd.
Clinton, IA 52732-6299
563-244-7001

Muscatine Community College
152 Colorado St.
Muscatine, IA 52761-5396
563-288-6001

Scott Community College
500 Belmont Rd.
Bettendorf, IA 52722-6804
563-441-4001

Eastern Iowa Community Colleges
District Office
101 W. Third St.
Davenport, IA 52801-1219
1-888-336-3907

Workforce Training and Development Survey 2025

BUILDING SOLUTIONS TOGETHER.

Eastern Iowa businesses know the future depends on skilled people, ready to lead, adapt, and grow. This survey—conducted by EICC with 87 employers across healthcare, manufacturing, construction, logistics, education, and government—identifies the most urgent training needs, barriers, and opportunities shaping our regional workforce.

Employer Training Priorities

Employers identified consistent areas of focus for training and development:

Leadership Development
Highest priority across all sectors

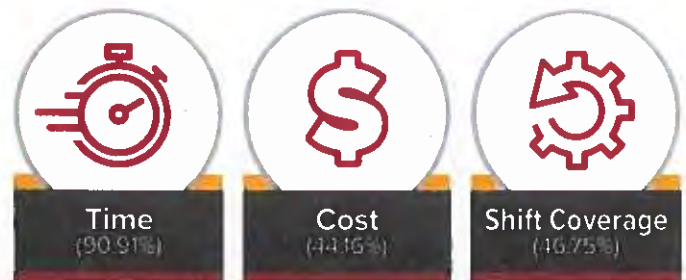
Safety Training
OSHA, industry-specific, specialized programs

Technical/Skilled Trades
CNC machining, welding, electrical maintenance, AutoCAD

Soft Skills
Communication, collaboration, problem-solving

Barriers to Training

Businesses cited common barriers to training:



Employers recommended solutions such as modular formats, onsite training, evening or off-shift options, and expanded access at local facilities.



Emerging Workforce Needs (1–2 Years)

Employers anticipate rapid shifts in demand:



AI, Data Analytics, Robotics



Automation and Mechatronics



Skilled trades shortages
Machinists, welders, process operators

Industry-Specific Needs

- ▶ Healthcare & EMS: CPR/BLS, Phlebotomy, Pharmacy Technician
- ▶ Maintenance & Reliability: Preventive maintenance, hydraulic troubleshooting
- ▶ Machining & Welding: CNC machining, MIG and TIG welding
- ▶ Quality & Process: Lean, Six Sigma, ISO auditing
- ▶ Transportation & Logistics: CDL-A, CDL-B, DOT Hazmat, CDL testing

Themes

Employers emphasized:

- ▶ Generational turnover and succession planning.
- ▶ Retention through professional development.
- ▶ The role of training in building cultures of problem solvers.

EICC Response and Next Steps

EICC is prepared to support employer needs through:

- 1 Expanding customized onsite and modular learning.
- 2 Increasing focus on skilled trades and automation.
- 3 Integrating AI, robotics, and Industry 4.0 into training.
- 4 Partnering on succession pipelines and leadership development.

Together, we are strengthening Eastern Iowa's workforce and building the region's economic future.

Leadership and Career Development

Employers emphasized that developing people is one of the strongest priorities across industries. The clearest needs fall into two areas: everyday workplace skills and preparing supervisors to lead.

Top needs identified:

- ▶ **Problem Solving** – rated as always or frequently needed by most employers, with many calling it an immediate priority.
- ▶ **Time Management & Prioritization** – widely cited as an immediate or short-term skill gap.
- ▶ **Teambuilding** – consistent demand to strengthen collaboration across shifts and teams.
- ▶ **Leadership Development Fundamentals** – one of the most urgent needs overall, with strong employer support.
- ▶ **Coaching & Mentoring** – steady interest as a strategy for succession and retention.
- ▶ **Employment Law for Supervisors** – multiple employers flagged this as an essential compliance need.

The takeaway: Employers are asking for practical, people-centered training that equips workers to solve problems, manage time, and lead teams. Preparing supervisors with leadership skills and HR basics is a priority for strengthening retention and building pipelines.





Technical and Skilled Trades

Employers told us that skilled trades remain the backbone of operations — and the gaps are urgent.

Top needs identified:

- ▶ **Skilled Trades & Maintenance** – preventive maintenance, hydraulics troubleshooting, mechanical drives.
- ▶ **Foundational Technical Skills** – electricity, multimeter use, bearings and lubricants, troubleshooting.
- ▶ **Machining & Welding** – CNC machining, MIG/TIG welding, fabrication, manual mill/lathe skills.
- ▶ **Print Reading & Measurement** – basic print reading across schematics, GD&T, calipers, micrometers.

The takeaway: Employers are clear—without strong technical fundamentals and skilled tradespeople, operations slow down. Building and sustaining these pipelines is critical.

Technology and Digital Skills

Employers stressed that technology adoption is accelerating — from AI to Industry 4.0. The focus is on preparing workers to adapt now and long-term.

Top needs identified:

- ▶ **Automation & Robotics** – PLC basics and advanced PLC, robotics operation and troubleshooting.
- ▶ **Industry 4.0** – introduction to smart systems, data collection, sensors, 3D printing.
- ▶ **AI & Machine Learning** – AI fundamentals, AI agents, Microsoft Copilot as an immediate tool.
- ▶ **Programming** – database development and Python were most relevant.
- ▶ **Microsoft Office** – Excel (especially dashboards), Power BI, Teams/SharePoint remained critical daily tools.

The takeaway: Employers see digital fluency as essential. From Excel dashboards to robotics and AI, technology skills are a must for competitiveness.

Safety and Compliance

Employers said safety is non-negotiable — it protects people and productivity alike.

Top needs identified:

- ▶ **OSHA (10/30)** – consistently the most urgent safety training.
- ▶ **Forklift/Powered Industrial Trucks** – always needed on shop floors.
- ▶ **Lockout/Tagout (LOTO)** – critical for maintenance safety.
- ▶ **CPR/First Aid** – consistently cited as an ongoing need.
- ▶ **Hazard Communication/Hazmat** – steady importance across industries.

The takeaway: Safety training is about keeping teams safe and operations reliable. Employers view it as a constant requirement.

Business and Professional Skills

Employers highlighted that professional effectiveness depends on clear communication and customer focus.

Top needs identified:

- ▶ **Communication** – active listening, fundamentals, business writing, and email etiquette were universal.
- ▶ **Customer Service** – service-provider and phone-based customer service training both cited as immediate.
- ▶ **Business Finance** – a handful of employers identified targeted needs in accounting basics, financial statement literacy, and cash flow.
- ▶ **Entrepreneurship & Small Business** – select employers emphasized strategic planning and succession, with niche needs for start-up support.

The takeaway: Employers want strong communicators and service-oriented staff, backed by practical finance knowledge where relevant.

Industry-Specific Needs

Some training priorities are unique to particular sectors, but no less critical.

Healthcare & Helping Professions

- ▶ Strongest demand for CPR/BLS/First Aid, Phlebotomy, and Pharmacy Technician training.
- ▶ Nurse Aid remains a critical entry-level pathway.

Maintenance & Reliability

- ▶ High priority for preventive maintenance, hydraulics troubleshooting, and process control fundamentals.

Machining & Welding

- ▶ Strong demand for CNC machining, MIG/TIG welding, fabrication, and robotic welding.

Quality & Process Improvement

- ▶ ISO auditing, Lean, and Six Sigma consistently noted as valuable.

Transportation & Logistics

- ▶ Immediate needs: CDL-A, CDL-B, DOT Hazmat, and CDL testing.

The takeaway: Each sector has critical technical skills that sustain production and service delivery. Employers are calling for targeted training to fill these gaps.



Customized solutions for your business.

At EICC, we know one size doesn't fit all. That's why we offer a wide range of training solutions tailored to meet the unique needs of your organization. Whether you're looking to enhance employee skills or get the most value from your training investment, we've got you covered. Many of our public courses have been shaped by the needs of businesses like yours. Contact us today to learn how we can support your team's growth.

Setting up customized training is as easy as 1-2-3:

1. We'll start with a conversation to understand your organization's needs.
2. Next, we'll create a training plan that outlines goals, course content, hours, and a timeline.
3. Finally, we'll deliver the training at one of our campuses or a location that works best for you.

Give us a call to learn how we can help your business.

- ▶ Clinton: 563-244-7020
- ▶ Muscatine: 563-288-6012
- ▶ Quad Cities: 563-441-4360



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An aerial photograph of a river valley with a city, a dam, and a bridge. The river flows through the center, with a dam and a bridge crossing it. The city is visible on the banks, and a large stadium is in the foreground.

TOP 100 HIGH-PRIORITY JOBS REPORT



Workforce Development Community **INTRODUCTION**

In November 2023, the Quad Cities Chamber was invited to join the Advisory Committee for the ThriveQC initiative, led by the Illinois Board of Higher Education and consultants with the Center for Economic Mobility at WestEd. The Illinois Board of Higher Education (IBHE), in partnership with WestEd, released a comprehensive education and workforce analysis for the Quad Cities region, *Thrive Quad Cities: An Education and Workforce Analysis Final Report*. The Illinois General Assembly tasked IBHE to complete the study and provided the funding to carry out the study. The report outlines critical challenges, opportunities and actionable recommendations that will inform a regional plan to support the alignment of education pathways with workforce needs in the region. The report is reflective of data representing Illinois and Iowa communities within the Quad Cities Region.

Prior to the release of the ThriveQC Report, the Quad Cities Chamber and United Way of the

Quad Cities had been discussing the need for a local workforce study that could highlight the most in-demand industries, with the most in-demand occupations, that paid a livable wage ([MIT Living Wage Calculator](#)). In Scott County, Iowa, for one adult with no children, the livable wage is \$20.17 per hour. In Rock Island County, Illinois, for one adult with no children, the livable wage is \$19.27 per hour.

The intent of this discussion was to produce an analysis of local workforce information and prepare a High Priority Jobs Report to share with students, parents, educators and community stakeholders. The anticipated impact of this report is to educate our community members on the high demand jobs in our bi-state region and to work with schools and businesses to promote pathways into those jobs that represent a livable wage for Quad Citizens, especially for under-represented individuals.

METHODOLOGY

This report utilizes data from Lightcast, a labor market analytics company. Job categories were curated by the Council for Community and Economic Research (C2ER) within Lightcast.[1] The categories included in this report were identified by the Chamber as representing sectors of the economy that are critical to the success of the region and have a high demand for jobs that pay a living wage. The report covers the six counties of the Davenport-Moline, IA-IL Combined Statistical Area. In Illinois, the counties in the study are Henry, Mercer, and Rock Island. In Iowa, the counties in the study are Clinton, Muscatine, and Scott.

These categories are:

- Construction and Specialized Mechanical
- Education, Counseling and Therapy
- Engineering and Related Occupations
- Information Technology and Communications
- Legal, Clerical and Administrative
- Medical Science and Health Services
- Skilled and Semi-Skilled Labor, and Machine Operators
- Other

For the purposes of this report, the “living wage” follows the definition on the [web page of the MIT Living Wage Calculator](#). A living wage is “what one full-time worker must earn on an hourly basis to help cover the cost of their family’s minimum basic needs where they live while still being self-sufficient.” The MIT Living Wage Calculator provides living wages based on the cost of living in each county in the United States. The living wage for a single adult with no children for the counties in the Quad Cities Chamber service area is approximately \$19 to \$20 per hour.

As this report seeks to identify high priority jobs for the Quad Cities area, we considered several key criteria for inclusion in the report. High priority jobs are those that are in high demand and pay a living wage. These jobs require various levels of education, but at a minimum require a high school diploma.

Specifically, the criteria we considered are as follows:

Requires a high school diploma or greater AND At least 6 average annual job openings[2] in the six-county area, AND Median wage greater than \$22/hour

AND one of the following:

- Entry level wage[3] at least \$20/hour
- Entry level wage at least \$18.80, at least 60 jobs in the six-county area in 2024, and an employment concentration index (sometimes referred to as location quotient) of at least 0.88 in 2024

[1] Lightcast data downloaded Feb. 27, 2025.

[2] The tables list the current and projected number of jobs, hires in 2024 and the average annual job openings. Job openings is a more conservative measure of demand as it is based on growth and replacements due to exiting the labor force rather than turnover from workers changing employers for a similar job.

[3] The 10th percentile hourly earnings are used as a proxy for entry level wage.



Top 100 HIGH-PRIORITY JOBS

A total of 100 occupations met these criteria. There were 77 jobs that met the first three criteria and had an entry level wage of at least \$20/hour. Another 23 jobs met the first three criteria and had an entry level wage of at least \$18.80/hour, 60 jobs in the area and an employment concentration index of at least 0.88.

As these are the top jobs meeting these criteria, there is a sense in which these jobs represent the “top 100” jobs. However, it should be remembered that these are not the overall top 100 occupations in terms of wages or the numbers of workers overall. Rather, these are identified as “high-priority” in terms of this mix of criteria that prioritizes wages, number of workers and the concentration of workers in the Quad Cities market

Many of the occupations identified here have a high concentration of workers. The employment concentration index is a number that is less than one if the concentration of employees here is lower than the national average and greater than one if the concentration is greater than the national average. There are 59 of these top 100 occupations that have a concentration greater than one. There are 28 occupations that have a concentration of 1.5 or greater. That is, over ¼ of these occupations are at least 50% more concentrated here in the Quad Cities than on average in the U.S.

59 

Occupations with higher concentration than national average

The appendix contains data on all 100 jobs meeting these criteria. Some additional variables that are reported here but were not used as criteria are: Lightcast’s forecast for the number of jobs in 2028, the number of hires in 2024, average annual turnover, share of the workers nearing retirement age and Lightcast’s “Automation Index.” These variables are included in the appendix.



Top 5 occupations in **EACH INDUSTRY CATEGORY**

The jobs identified using the criteria outlined above employed over 40,000 individuals in the six-county area, or nearly 20% of the number of people employed.

From these 100 jobs, we further narrowed our focus to the top 5 in terms of job openings in each of the eight categories mentioned earlier. Basic statistics for the top 5 jobs in each category are listed in the next section.

Our research finds that opportunities exist for job seekers at all levels of education. Many entry level jobs in manufacturing and skilled trades pay living wages and higher while requiring only a high school diploma. Some of these jobs have considerably higher median wages, indicating good opportunities for advancement in one's career. Associate and bachelor's degrees are generally associated with higher starting wages, although there are some exceptions.

To meet this demand, it will be vital to have an educated labor force. In the Quad Cities area, about 11% of people aged 25 and over have an associate's degree while about 18% have a bachelor's degree; 21 out of the 40 occupations identified as being in the top 5 in their industry require either an associate's or bachelor's degree. Unique to our community is the demand for highly skilled jobs whose pathways are open to high school graduates and those with on-the-job training or apprenticeship training. Notably, 16 out of the 40 occupations in this report require this level of training.



Most jobs requiring a graduate or professional degree do not meet the criteria for high priority jobs because there are relatively few openings. However, there are exceptions, mostly in education and medical fields.

Attachment 6a, Page 105 of 216



POST-SECONDARY COMPLETIONS

The tables that follow also include 2023 post-secondary completions (degrees or certificates) that lead to each of these occupations. To connect post-secondary programs to occupations, we use the Classification of Instructional Programs (CIP) to Standard Occupational Classification (SOC) crosswalk^[4] developed by the National Center for Education Statistics and the Bureau of Labor Statistics. We report the number of completions from post-secondary institutions within a 90-mile radius and a 45-mile radius of the Quad Cities. This includes 4-year public and private colleges and universities, community colleges and career training institutions in the Integrated Postsecondary Education Data System (IPEDS) database. One institution, Western Illinois University (WIU), has a campus in the Quad Cities (Moline) and a campus in Macomb, IL which is outside the 45-mile radius. In this case, degrees in programs offered at the WIU-Quad Cities campus are counted as being within the 45-mile radius.

Occupations that generally only require a high school diploma may or may not have post-secondary programs that prepare students for that field. Where such programs exist within 90 miles, they are included.

Of the 65 jobs requiring more than a high school diploma, there were 30 jobs for which the local (45-mile radius) post-secondary completions were less than the average annual job openings. In some cases, there are no institutions offering those degrees locally, but there are institutions within 90 miles. In most cases, the number of graduates within 90 miles is greater than the number of job openings. However, there still may exist a shortage of qualified people for that occupation because other urban areas are also recruiting graduates from those schools. For example, there are 103 annual openings for industrial engineers with 138 degree completions within 90 miles and 5 degree completions within 45 miles. Many of those degrees within 90 miles were awarded by the University of Iowa, whose graduates are in demand throughout the state and beyond.

One case that appears to be an outlier is the occupation “Buyers and Purchasing Agents.” This occupation had the second highest number of job openings in the Legal, Clerical and Administrative category with 123 average annual openings. Yet there were only 18 degree completions within 90 miles. This is because the CIP to SOC crosswalk tries to identify specific programs that are most relevant to a particular occupation. There exist specific degree programs for buyers and purchasing agents, including some in the local area. However, there are also other programs that, while not an exact match, that may be regarded as acceptable by employers (such as a general degree in business). In reviewing the CIP to SOC crosswalk, we find that cases like this appear to be uncommon. Even so, we urge caution in interpreting the completions data for occupations that are narrowly defined.

[4] Information on the CIP to SOC crosswalk can be found here: <https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56>



600



Job growth in top 40 jobs

750



Job growth in top 100 jobs

3,300



Average annual openings in top 100 jobs



CONSTRUCTION AND SPECIALIZED MECHANICAL

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Industrial Machinery Mechanics	\$23.64	\$31.41	\$65,342	1,060	108	High school diploma or equivalent	Long-term on-the-job training
Machinists	\$19.18	\$26.95	\$56,060	794	88	High school diploma or equivalent	Long-term on-the-job training
Plumbers, Pipefitters, and Steamfitters	\$19.44	\$32.87	\$68,368	930	84	High school diploma or equivalent	Apprenticeship
Mobile Heavy Equipment Mechanics, Except Engines	\$19.15	\$29.00	\$60,325	383	40	High school diploma or equivalent	Long-term on-the-job training
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	\$18.93	\$24.28	\$50,511	247	25	High school diploma or equivalent	Moderate-term on-the-job training

All five of the top occupations in this industry have an employment concentration greater than 1. The top occupation is “Industrial Machinery Mechanics” with median annual earnings of \$65,342 and an entry level wage of over \$23/hour. This occupation also has a low automation index, meaning that it is less likely to be automated than other jobs in the industry. Machinists are also in very high demand locally. The report indicates only a high school diploma is required, but local industry is demanding more skilled and credentialed experience which according to the data does not meet demand.

Welding is an occupation that is seeing a lot of robotic integration in the Quad Cities. We have experienced a lot of success promoting the development of this workforce pipeline, most notably with high school apprenticeships. This occupation, with an employment concentration of 3.3 shows impressive occupational density for those with a high school diploma. The manufacturing community is demanding more experienced welders with robotic integration training and demand for bachelor level technical training is increasing.



EDUCATION, COUNSELING AND THERAPY

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Elementary School Teachers, Except Special Education	\$20.49	\$28.71	\$59,708	2,073	143	Bachelor's degree	None
Secondary School Teachers, Except Special and Career/Technical Education	\$21.21	\$29.88	\$62,151	1,476	95	Bachelor's degree	None
Middle School Teachers, Except Special and Career/Technical Education	\$18.88	\$28.88	\$60,075	936	65	Bachelor's degree	None
Instructional Coordinators	\$19.80	\$33.77	\$70,240	312	28	Master's degree	None
Physical Therapist Assistants	\$21.13	\$27.45	\$57,088	172	27	Associate's degree	None

A number of occupations in this industry category made the top 100, but the ones with the largest number of job openings were mostly K-12 teachers with a steady demand. Salaries tend to start lower with good potential for growth. Physical therapist assistants are also in high demand due to a high turnover within that occupation.

Local community colleges which offer dual credit pathways for many occupations are experiencing challenges recruiting career and technical education (CTE) teachers. If both secondary and post-secondary education systems are so strongly connected in CTE and dual credit career pathway training, the deficit of credential completions for this occupation as compared to average openings has a compounded impact on institutions at both levels.



ENGINEERING AND RELATED OCCUPATIONS

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Electricians	\$19.67	\$33.18	\$69,018	1,432	163	High school diploma or equivalent	Apprenticeship
Industrial Engineers	\$32.46	\$47.02	\$97,796	1,408	103	Bachelor's degree	None
Mechanical Engineers	\$31.59	\$48.56	\$101,014	920	68	Bachelor's degree	None
Civil Engineers	\$28.96	\$42.47	\$88,344	472	30	Bachelor's degree	None
Industrial Engineering Technologists and Technicians	\$22.41	\$30.96	\$64,396	195	21	Associate's degree	None

While this category largely consists of engineers, technologists and technicians requiring some level of post-secondary education, electricians are also included here and have the highest number of average annual job openings meeting the high-priority jobs criteria in this category. Industrial, mechanical and civil engineers are also in high demand, and local degree completion is not enough to keep up with the demand. Industrial engineering technologists and technicians round out the top five with good entry level wages, good upward mobility and high concentration in the Quad Cities. An associate's degree is typically required, although bachelor's degree programs geared toward this occupation also exist.



INFORMATION TECHNOLOGY AND COMMUNICATIONS

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Software Developers	\$34.45	\$53.97	\$112,255	1,190	95	Bachelor's degree	None
Architectural and Engineering Managers	\$54.01	\$76.13	\$158,347	517	38	Bachelor's degree	None
Computer and Information Systems Managers	\$41.79	\$63.46	\$132,006	423	37	Bachelor's degree	None
Computer Occupations, All Other	\$20.81	\$44.98	\$93,551	380	31	Bachelor's degree	None
Computer Systems Analysts	\$26.95	\$40.11	\$83,420	415	31	Bachelor's degree	None

Jobs in this category have a lower-than-average concentration in the Quad Cities, with the exception of Architectural and Engineering Managers. IT jobs feature good earnings with excellent growth potential. These jobs, though relatively less concentrated in the Quad Cities compared to the national average, are likely to experience more hiring in the next few years.



LEGAL, CLERICAL AND ADMINISTRATIVE

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Business Operations Specialists, All Other	\$19.89	\$37.92	\$78,864	1,725	153	Bachelor's degree	None
Buyers and Purchasing Agents	\$21.87	\$35.44	\$73,718	1,360	123	Bachelor's degree	Moderate-term on-the-job training
Production, Planning, and Expediting Clerks	\$19.65	\$27.98	\$58,205	717	78	High school diploma or equivalent	Moderate-term on-the-job training
Logisticians	\$26.07	\$42.27	\$87,931	748	67	Bachelor's degree	None
Project Management Specialists	\$25.90	\$42.23	\$87,845	818	64	Bachelor's degree	None

The jobs in this industry are in high and growing demand. Most of these have higher employment concentrations. Project management specialists are an exception with an employment concentration of 0.6. However, with 3% growth in jobs expected by 2028, this is also an occupation with excellent prospects. Business operations specialists are the largest occupation in this category. A bachelor's degree is typically required, though opportunities exist for those with an associate's degree. The large number of business degree completions are currently sufficient to satisfy the demand in this area. (See earlier in this report for discussion of buyers and purchasing agents.)



MEDICAL SCIENCE AND HEALTH SERVICES

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Registered Nurses	\$26.23	\$32.99	\$68,629	4,464	243	Bachelor's degree	None
Licensed Practical and Licensed Vocational Nurses	\$20.76	\$25.94	\$53,951	890	74	Postsecondary nondegree award	None
Nurse Practitioners	\$47.62	\$58.80	\$122,314	371	32	Master's degree	None
Dental Hygienists	\$34.59	\$40.07	\$83,338	310	22	Associate's degree	None
Radiologic Technologists and Technicians	\$21.97	\$27.37	\$56,938	297	16	Associate's degree	None

Registered nurses are the most in demand among the high-priority jobs in this category by a large margin. There is over 40% turnover in registered nurses and over 20% who are likely to be within 10 years of retirement. At the present time, local degree completions may be sufficient to satisfy the demand, but replacement of current nurses who are retiring may add to that demand. Nurse practitioners were one of the few occupations in the top five in any category that requires a master's degree. With 32 average annual openings and 15% growth anticipated by 2028, local degree completions will need to grow similarly to keep pace.



SKILLED AND SEMI-SKILLED LABOR AND MACHINE OPERATORS

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Operating Engineers and Other Construction Equipment Operators	\$20.45	\$29.08	\$60,495	746	66	High school diploma or equivalent	Moderate-term on-the-job training
Chemical Equipment Operators and Tenders	\$19.13	\$27.50	\$57,202	310	31	High school diploma or equivalent	Moderate-term on-the-job training
Sheet Metal Workers	\$20.09	\$31.73	\$66,002	288	27	High school diploma or equivalent	Apprenticeship
Water and Wastewater Treatment Plant and System Operators	\$20.26	\$29.12	\$60,575	230	21	High school diploma or equivalent	Long-term on-the-job training
Cutting and Slicing Machine Setters, Operators, and Tenders	\$20.64	\$22.31	\$46,399	156	18	High school diploma or equivalent	Moderate-term on-the-job training

All the occupations in this category typically require a high school diploma with moderate to long-term on-the-job training or an apprenticeship. These jobs also have employment concentrations greater than one. Even beyond the top 5 in this category, most of these occupations feature starting wages over \$20/hour and median annual earnings over \$50,000 and some over \$60,000.

The Quad Cities has a high demand for skilled labor in the region, many occupations require a minimum of a high school diploma. Many of the skilled and semi-skilled labor occupations serve as “on-ramps” to more highly skilled journeyman or apprenticeable occupations. For example, security and alarm installers need little experience initially, but through on-the-job and incumbent worker training, these occupations can advance into more skilled and highly paid and credentialed careers. The high turnover rate for some of these roles could indicate the advancement of training and opportunity.



OTHER OCCUPATIONS

	Entry-Level Hourly	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Police and Sheriff's Patrol Officers	\$23.63	\$34.17	\$71,066	720	55	High school diploma or equivalent	Moderate-term on-the-job
Correctional Officers and Jailers	\$21.55	\$27.38	\$56,959	500	42	High school diploma or equivalent	Moderate-term on-the-job
Postal Service Mail Carriers	\$19.00	\$27.00	\$56,156	470	35	High school diploma or equivalent	Short-term on-the-job training
Security and Fire Alarm Systems Installers	\$19.01	\$27.46	\$57,119	107	13	High school diploma or equivalent	Moderate-term on-the-job training
Biological Scientists, All Other	\$20.93	\$34.79	\$72,360	67	6	Bachelor's degree	None

There were a few occupations outside the seven main categories that were worth noting due to high demand. Law enforcement occupations feature good starting wages with opportunities for advancement. Mail carriers have good earnings growth from entry level to the median with only short-term on-the-job training, but higher levels of automation index scores.



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High School Diploma or Equivalent Management Occupations	Entry-level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	2023 Jobs	2024 Hires	Avg. Annual Openings	2024 Turnover Rate	Typical Entry Level Education	Typical On-The-Job Training	Current Year Age 55-64 % of Occupation	Current Year Age 65+ % of Occupation	2024 Employment Concentration	Automation Index	2023 Post-Secondary Completions (90 miles)	2025 Post-Secondary Completions (45 miles)
Transportation, Storage, and Distribution Managers	\$27.96	\$48.10	\$100,054.65	344	359	119	3	33%	High school diploma or equivalent	None	21%	5%	123	88.2	1617	263
Architecture and Engineering Occupations																
Surveying and Mapping Technicians	\$20.26	\$23.56	\$49,008.16	72	73	27	9	32%	High school diploma or equivalent	Moderate-term on-the-job training	17%	Insf. Data	0.9	94.3	36	7
Protective Service Occupations																
Correctional Officers and Jailers	\$21.55	\$27.38	\$56,958.81	500	476	123	42	34%	High school diploma or equivalent	Moderate-term on-the-job training	12%	3%	0.97	90.5	23	0
Police and Sheriff's Patrol Officers	\$23.63	\$34.17	\$71,066.13	720	717	209	55	28%	High school diploma or equivalent	Moderate-term on-the-job training	8%	2%	0.75	94.5	59	11
Office and Administrative Support Occupations																
Postal Service Clerks	\$19.73	\$25.78	\$53,625.12	109	106	38	9	34%	High school diploma or equivalent	Short-term on-the-job training	3%	12%	1.03	104.6	-	-
Postal Service Mail Carriers	\$19.00	\$27.00	\$56,155.53	470	456	151	35	31%	High school diploma or equivalent	Short-term on-the-job training	25%	8%	1.04	112.5	-	-
Production, Planning, and Expediting Clerks	\$19.65	\$27.98	\$58,205.22	717	736	270	78	37%	High school diploma or equivalent	Moderate-term on-the-job training	22%	5%	1.28	94	-	-
Construction and Extraction Occupations																
Brickmasons and Blockmasons	\$21.36	\$33.78	\$70,264.59	108	110	75	10	63%	High school diploma or equivalent	Apprenticeship	14%	Insf. Data	1.34	133.5	-	-
Electricians	\$19.67	\$33.18	\$69,017.78	1432	1544	778	163	46%	High school diploma or equivalent	Apprenticeship	13%	3%	1.38	110.3	26	0
Elevator and Escalator Installers and Repairers	\$23.90	\$52.38	\$108,943.84	88	94	45	9	50%	High school diploma or equivalent	Apprenticeship	12%	Insf. Data	2.48	185.5	118	0
Excavating and Loading Machine and Drilling Operators, Surface Mining	\$20.14	\$25.82	\$53,715.88	78	77	53	8	67%	High school diploma or equivalent	Moderate-term on-the-job training	18%	Insf. Data	1.64	116.3	-	-
Insulation Workers, Mechanical	\$19.91	\$26.77	\$55,689.54	70	72	41	6	57%	High school diploma or equivalent	Apprenticeship	Insf. Data	Insf. Data	2.02	133.9	-	-
Operating Engineers and Other Construction Equipment Operators	\$20.45	\$29.08	\$60,495.43	746	750	551	66	69%	High school diploma or equivalent	Moderate-term on-the-job training	20%	7%	1.14	120.3	-	-
Plumbers, Pipefitters, and Steamfitters	\$19.44	\$32.87	\$68,368.21	930	938	548	84	51%	High school diploma or equivalent	Apprenticeship	12%	3%	1.47	116.3	11	0
Sheet Metal Workers	\$20.09	\$31.73	\$66,002.20	288	290	152	27	47%	High school diploma or equivalent	Apprenticeship	14%	Insf. Data	1.72	117.7	-	-
Structural Iron and Steel Workers	\$24.88	\$37.42	\$77,829.29	184	187	147	17	73%	High school diploma or equivalent	Apprenticeship	14%	Insf. Data	1.98	132.2	-	-
Installation, Maintenance, and Repair Occupations																
Control and Valve Installers and Repairers, Except Mechanical Door	\$23.25	\$33.88	\$70,477.09	106	107	37	8	36%	High school diploma or equivalent	Moderate-term on-the-job training	20%	Insf. Data	1.5	109.4	118	0
Electrical Power-Line Installers and Repairers	\$32.06	\$46.27	\$96,245.23	225	223	113	18	45%	High school diploma or equivalent	Long-term on-the-job training	13%	Insf. Data	1.27	114	-	-
Industrial Machinery Mechanics	\$23.64	\$31.41	\$65,342.23	1060	1154	311	108	27%	High school diploma or equivalent	Long-term on-the-job training	26%	5%	1.75	109.8	118	0
Maintenance Workers, Machinery	\$22.77	\$29.27	\$60,877.22	122	140	33	16	26%	High school diploma or equivalent	Long-term on-the-job training	2%	Insf. Data	1.45	111.5	118	0
Millwrights	\$20.35	\$26.16	\$54,406.06	165	170	68	15	40%	High school diploma or equivalent	Apprenticeship	23%	Insf. Data	2.96	120.3	118	0
Mobile Heavy Equipment Mechanics, Except Engines	\$19.15	\$29.00	\$60,325.06	383	413	187	40	44%	High school diploma or equivalent	Long-term on-the-job training	2%	6%	1.46	109.6	33	0
Security and Fire Alarm Systems Installers	\$19.01	\$27.46	\$57,118.65	107	114	86	13	74%	High school diploma or equivalent	Moderate-term on-the-job training	1%	Insf. Data	0.88	113.2	26	0
Telecommunications Line Installers and Repairers	\$20.47	\$31.06	\$64,603.58	112	116	56	11	46%	High school diploma or equivalent	Long-term on-the-job training	13%	Insf. Data	0.79	116.9	-	-
Production Occupations																
Chemical Equipment Operators and Tenders	\$19.13	\$27.50	\$57,202.15	310	310	83	31	27%	High school diploma or equivalent	Moderate-term on-the-job training	17%	Insf. Data	1.82	110.4	-	-
Cushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	\$19.71	\$23.69	\$49,273.77	100	101	19	11	18%	High school diploma or equivalent	Moderate-term on-the-job training	19%	Insf. Data	2.67	116	-	-
Cutting and Slicing Machine Setters, Operators, and Tenders	\$20.64	\$22.31	\$46,398.52	156	158	64	18	46%	High school diploma or equivalent	Moderate-term on-the-job training	20%	Insf. Data	2.09	116.6	-	-
Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	\$20.15	\$28.54	\$59,355.93	104	108	39	12	42%	High school diploma or equivalent	Moderate-term on-the-job training	17%	Insf. Data	1.27	117.3	-	-
Gas Plant Operators	\$33.31	\$42.70	\$88,818.32	84	82	28	8	30%	High school diploma or equivalent	Long-term on-the-job training	20%	Insf. Data	3.42	101.1	-	-
Machinists	\$19.18	\$26.95	\$56,059.98	794	830	201	88	27%	High school diploma or equivalent	Long-term on-the-job training	23%	7%	1.95	115.2	47	1

Description	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	2023 Jobs	2024 Hires	Avg. Annual Openings	2024 Turnover Rate	Typical Entry Level Education	Typical On-The-Job Training	Current Year Age 55-64 % of Occupation	Current Year Age 65+ % of Occupation	2024 Employment Concentration	Automation Index	2023 Post-Secondary Completions (90 miles)	2025 Post-Secondary Completions (45 miles)
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	\$18.93	\$24.28	\$50,511.45	247	241	74	25	30%	High school diploma or equivalent	Moderate-term on-the-job training	22%	Insf. Data	6.6	111.7	19	1
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	\$19.69	\$23.34	\$48,555.06	137	147	67	16	45%	High school diploma or equivalent	Moderate-term on-the-job training	15%	Insf. Data	1.77	115.3	*	*
Water and Wastewater Treatment Plant and System Operators	\$20.26	\$29.12	\$60,574.53	230	224	61	21	26%	High school diploma or equivalent	Long-term on-the-job training	2%	6%	1.32	104.1	4	0
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	\$19.32	\$22.86	\$47,551.27	165	164	78	17	43%	High school diploma or equivalent	Moderate-term on-the-job training	15%	Insf. Data	3.3	119	884	247
Transportation and Material Moving Occupations																
Crane and Tower Operators	\$21.16	\$27.33	\$56,843.52	124	125	98	12	76%	High school diploma or equivalent	Moderate-term on-the-job training	23%	Insf. Data	1.96	121.5	*	*
Postsecondary nondegree award																
Healthcare Practitioners and Technical Occupations																
Licensed Practical and Licensed Vocational Nurses	\$20.76	\$25.94	\$53,950.74	890	900	651	74	71%	Postsecondary nondegree award	None	20%	6%	0.96	84.8	330	50
Paramedics	\$18.82	\$23.69	\$49,272.99	150	145	69	7	46%	Postsecondary nondegree award	None	8%	Insf. Data	1.04	83.7	182	36
Installation, Maintenance, and Repair Occupations																
Electrical and Electronics Repairs, Commercial and Industrial Equipment	\$24.87	\$33.23	\$69,117.55	100	99	39	9	38%	Postsecondary nondegree award	Long-term on-the-job training	19%	Insf. Data	1.19	97.3	28	12
Production Occupations																
Computer Numerically Controlled Tool Programmers	\$22.32	\$27.85	\$57,938.08	95	106	86	12	83%	Postsecondary nondegree award	Moderate-term on-the-job training	18%	Insf. Data	2.28	101.7	43	30
Associate's Degree																
Computer and Mathematical Occupations																
Computer Network Support Specialists	\$21.24	\$31.95	\$66,451.22	235	229	94	16	41%	Associate's degree	None	14%	Insf. Data	1.07	86.9	102	123
Architecture and Engineering Occupations																
Architectural and Civil Drafters	\$21.83	\$29.52	\$61,402.06	125	129	51	13	37%	Associate's degree	None	17%	Insf. Data	0.8	88.9	120	0
Civil Engineering Technologists and Technicians	\$18.90	\$30.89	\$64,248.82	86	89	26	9	26%	Associate's degree	None	20%	Insf. Data	0.93	92.4	37	37
Electrical and Electronic Engineering Technologists and Technicians	\$18.82	\$32.01	\$66,577.88	179	190	46	20	24%	Associate's degree	None	24%	7%	1.29	98.6	73	50
Engineering Technologists and Technicians, Except Drafters, All Other	\$19.64	\$33.60	\$69,889.57	190	195	64	19	34%	Associate's degree	None	22%	Insf. Data	1.96	92.1	15	2
Industrial Engineering Technologists and Technicians	\$22.41	\$30.96	\$64,396.29	195	205	58	21	28%	Associate's degree	None	22%	6%	1.87	94	155	20
Mechanical Drafters	\$22.50	\$33.15	\$68,947.84	91	91	30	8	35%	Associate's degree	None	19%	Insf. Data	1.46	84.6	123	7
Legal Occupations																
Legal Support Workers, All Other	\$21.17	\$25.28	\$52,575.41	55	56	21	6	43%	Associate's degree	None	20%	Insf. Data	0.82	89.1	31	0
Healthcare Practitioners and Technical Occupations																
Dental Hygienists	\$34.59	\$40.07	\$83,337.50	310	313	97	22	29%	Associate's degree	None	15%	3%	1.02	96.8	61	27
Radiologic Technologists and Technicians	\$21.97	\$27.37	\$56,938.43	297	293	86	16	29%	Associate's degree	None	18%	5%	0.92	94.1	110	22
Respiratory Therapists	\$25.15	\$31.95	\$66,448.73	143	141	62	7	45%	Associate's degree	None	27%	Insf. Data	0.75	93.2	37	0
Healthcare Support Occupations																
Occupational Therapy Assistants	\$20.33	\$27.31	\$56,815.07	59	63	54	10	68%	Associate's degree	None	Insf. Data	Insf. Data	0.84	87.3	36	7
Physical Therapist Assistants	\$21.33	\$27.45	\$57,087.66	172	184	168	27	90%	Associate's degree	None	11%	Insf. Data	1.11	88.1	49	19
Bachelor's degree																
Management Occupations																
Architectural and Engineering Managers	\$54.01	\$76.13	\$158,347.43	517	537	101	38	19%	Bachelor's degree	None	23%	5%	1.74	80.7	1313	46
Computer and Information Systems Managers	\$41.79	\$63.46	\$132,005.63	423	457	141	37	31%	Bachelor's degree	None	19%	3%	0.5	79.9	1336	183
Business and Financial Operations Occupations																
Business Operations Specialists, All Other	\$19.89	\$37.92	\$78,863.55	1725	1657	805	153	46%	Bachelor's degree	None	20%	7%	1.07	86.8	1588	277
Buyers and Purchasing Agents	\$21.87	\$35.44	\$73,717.52	1360	1332	538	123	39%	Bachelor's degree	Moderate-term on-the-job training	23%	8%	2.01	93.4		
Compliance Officers	\$21.45	\$34.48	\$71,172.22	300	313	113	27	36%	Bachelor's degree	Moderate-term on-the-job training	22%	7%	0.54	86.1	326	34
Financial and Investment Analysts	\$26.60	\$44.20	\$91,943.92	217	220	79	17	34%	Bachelor's degree	None	20%	Insf. Data	0.46	89	614	45
Financial Specialists, All Other	\$20.56	\$34.46	\$71,678.88	230	238	81	18	34%	Bachelor's degree	None	20%	5%	1.27	89	637	45
Logisticians	\$26.07	\$42.27	\$87,930.99	748	761	271	67	35%	Bachelor's degree	None	18%	5%	2.27	82.1	1585	263
Personal Financial Advisors	\$20.35	\$41.20	\$85,703.65	162	170	40	13	25%	Bachelor's degree	Long-term on-the-job training	22%	13%	0.41	89.4	563	44
Project Management Specialists	\$25.90	\$42.23	\$87,844.67	818	845	431	64	49%	Bachelor's degree	None	19%	5%	0.6	86.8	1583	262

Occupation	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	2023 Jobs	2024 Hires	Avg. Annual Openings	2024 Turnover Rate	Typical Entry Level Education	Typical On-The-Job Training	Current Year Age 55-64 % of Occupation	Current Year Age 65+ % of Occupation	2024 Employment Concentration	Automation Index	2023 Post-Secondary Completions (90 miles)	2025 Post-Secondary Completions (45 miles)
Computer and Mathematical Occupations																
Computer Network Architects	\$36.69	\$55.08	\$114,565.70	271	267	121	14	45%	Bachelor's degree	None	14%	insf. Data	111	87.1	685	104
Computer Occupations, All Other	\$20.81	\$44.98	\$93,550.50	380	406	183	31	43%	Bachelor's degree	None	16%	4%	0.6	85.5	1014	109
Computer Systems Analysts	\$26.95	\$40.11	\$83,420.49	415	438	185	31	42%	Bachelor's degree	None	17%	4%	0.59	81.7	446	74
Information Security Analysts	\$36.19	\$56.15	\$116,788.01	118	119	63	9	52%	Bachelor's degree	None	16%	insf. Data	0.46	86.4	1004	194
Network and Computer Systems Administrators	\$26.19	\$39.54	\$82,234.28	349	358	138	22	39%	Bachelor's degree	None	15%	3%	0.78	87.2	443	44
Software Developers	\$34.45	\$53.97	\$112,254.79	1,190	1,304	613	95	44%	Bachelor's degree	None	12%	3%	0.5	80.2	1149	148
Software Quality Assurance Analysts and Testers	\$23.07	\$42.56	\$88,519.20	186	204	116	17	59%	Bachelor's degree	None	14%	insf. Data	0.65	80.2	1399	150
Architecture and Engineering Occupations																
Civil Engineers	\$28.96	\$42.47	\$88,344.47	472	480	195	50	40%	Bachelor's degree	None	18%	7%	0.89	81.7	233	3
Electrical Engineers	\$30.92	\$47.87	\$99,560.91	306	310	74	18	24%	Bachelor's degree	None	20%	5%	1.16	84.8	103	0
Industrial Engineers	\$32.46	\$47.02	\$97,796.34	1,408	1,498	416	103	31%	Bachelor's degree	None	20%	5%	2.95	92	138	5
Mechanical Engineers	\$31.59	\$48.56	\$101,014.23	920	987	259	68	26%	Bachelor's degree	None	18%	5%	2.27	83.4	379	30
Nuclear Engineers	\$42.14	\$61.44	\$127,793.36	87	91	15	6	14%	Bachelor's degree	None	15%	insf. Data	4.33	75.7	0	0
Life, Physical, and Social Science Occupations																
Biological Scientists, All Other	\$20.93	\$34.79	\$72,360.33	67	71	34	6	51%	Bachelor's degree	None	insf. Data	insf. Data	0.73	82.2	595	136
Chemists	\$28.07	\$40.58	\$84,410.83	105	109	38	8	35%	Bachelor's degree	None	19%	insf. Data	0.87	87.3	166	24
Conservation Scientists	\$21.87	\$31.89	\$66,331.03	66	69	29	6	44%	Bachelor's degree	None	16%	insf. Data	1.73	78.5	110	0
Environmental Scientists and Specialists, Including Health	\$25.32	\$38.08	\$79,211.17	80	83	34	7	39%	Bachelor's degree	None	19%	insf. Data	0.66	74.6	197	31
Occupational Health and Safety Specialists	\$23.68	\$38.87	\$80,849.42	161	171	91	20	53%	Bachelor's degree	None	23%	insf. Data	0.93	92.5	15	0
Community and Social Services Occupations																
Probation Officers and Correctional Treatment Specialists	\$22.42	\$32.96	\$68,556.09	133	132	55	10	41%	Bachelor's degree	Short-term on-the-job training	14%	insf. Data	1.04	78.2	331	55
Education, Training, and Library Occupations																
Career/Technical Education Teachers, Secondary School	\$20.47	\$28.50	\$59,283.28	113	116	33	8	28%	Bachelor's degree	None	15%	insf. Data	0.88	83.6	24	0
Elementary School Teachers, Except Special Education	\$20.49	\$28.71	\$59,107.70	2,073	2,074	616	143	29%	Bachelor's degree	None	16%	5%	1.06	82.3	575	123
Kindergarten Teachers, Except Special Education	\$19.46	\$27.25	\$56,687.59	212	214	103	23	47%	Bachelor's degree	None	12%	insf. Data	1.29	82.5	104	8
Middle School Teachers, Except Special and Career/Technical Education	\$18.88	\$28.88	\$60,075.11	936	938	281	65	29%	Bachelor's degree	None	16%	5%	1.08	84.5	223	46
Secondary School Teachers, Except Special and Career/Technical Education	\$21.21	\$29.88	\$62,150.71	1,476	1,486	411	95	27%	Bachelor's degree	None	16%	6%	1.02	84.9	2409	518
Special Education Teachers, Kindergarten and Elementary School	\$21.00	\$29.69	\$61,755.46	280	281	81	20	28%	Bachelor's degree	None	16%	4%	0.95	83.7	34	0
Special Education Teachers, Middle School	\$19.00	\$28.48	\$59,236.38	110	111	33	8	29%	Bachelor's degree	None	16%	insf. Data	0.89	84.2	34	0
Special Education Teachers, Secondary School	\$22.65	\$30.86	\$64,194.65	234	234	68	16	28%	Bachelor's degree	None	16%	insf. Data	1.06	81.8	34	0
Arts, Design, Entertainment, Sports, and Media Occupations																
Commercial and Industrial Designers	\$24.10	\$33.46	\$69,605.42	85	84	30	7	36%	Bachelor's degree	None	18%	insf. Data	2	81.3	32	5
Healthcare Practitioners and Technical Occupations																
Registered Nurses	\$26.23	\$32.99	\$68,629.11	4,464	4,359	1,907	243	43%	Bachelor's degree	None	22%	6%	0.96	85.3	1759	334
Master's degree																
Community and Social Services Occupations																
Healthcare Social Workers	\$21.85	\$29.01	\$60,344.30	186	191	96	18	50%	Master's degree	Internship/residency	19%	7%	0.68	83.5	381	55
Education, Training, and Library Occupations																
Instructional Coordinators	\$19.80	\$33.77	\$70,239.99	312	313	148	28	46%	Master's degree	None	18%	9%	1.06	88.5	15	0
Healthcare Practitioners and Technical Occupations																
Nurse Practitioners	\$47.62	\$88.80	\$182,316.63	371	427	168	32	40%	Master's degree	None	18%	5%	0.88	83.2	303	7
Occupational Therapists	\$31.33	\$43.38	\$90,240.80	189	195	91	12	46%	Master's degree	None	13%	insf. Data	0.89	87.3	26	26
Physician Assistants	\$47.57	\$60.48	\$125,797.47	156	172	59	12	33%	Master's degree	None	10%	insf. Data	0.72	87.8	93	29
Speech-Language Pathologists	\$26.33	\$37.66	\$78,335.95	234	248	101	16	41%	Master's degree	Internship/residency	14%	insf. Data	0.93	87.5	198	67
Doctoral or Professional Degree																
Legal Occupations																
Lawyers	\$29.06	\$61.44	\$127,799.96	471	466	134	21	29%	Doctoral or professional degree	None	21%	16%	0.44	81.1	174	0

Healthcare Practitioners and Technical Occupations	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	2023 Jobs	2024 Hires	Avg. Annual Openings	2024 Turnover Rate	Typical Entry Level Education	Typical On-The-Job Training	Current Year Age 55-64 % of Occupation	Current Year Age 65+ % of Occupation	2024 Employment Concentration	Automation Index	2023 Post-Secondary Completions (90 miles)	2025 Post-Secondary Completions (45 miles)
Pharmacists	\$51.68	\$64.20	\$133,543.11	351	339	136	14	38%	Doctoral or professional degree	None	19%	10%	0.74		119	0
Physical Therapists	\$38.47	\$48.73	\$101,352.32	315	323	139	15	42%	Doctoral or professional degree	None	13%	4%	0.88		138	41
Physicians, All Other	\$29.17	\$83.14	\$172,926.64	448	425	137	13	30%	Doctoral or professional degree	Internship/residency	21%	14%	0.98		151	0

* No post-secondary completions within 90 miles in programs leading to these occupations. Some jobs requiring only a high school diploma may not have a post-secondary program designed to prepare people for that job.



Machinists in 5 Iowa Counties

Contents

What is Lightcast Data?	1
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Compensation	7
Job Posting Activity	8
Demographics	13
Occupational Programs	16
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What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumé, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



Report Parameters

1 Occupation

51-4041 Machinists

5 Counties

19045 Clinton County, IA

19097 Jackson County, IA

19115 Louisa County, IA

19139 Muscatine County, IA

19163 Scott County, IA

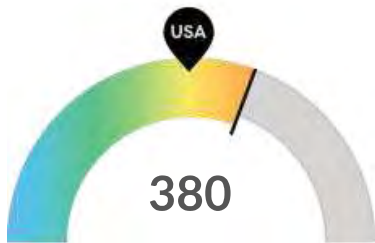
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

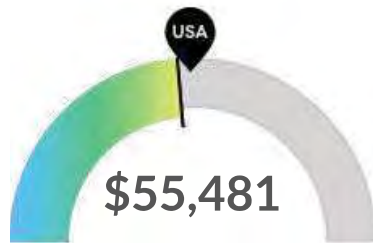
Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



Jobs (2024)

Your area is a hotspot for this kind of job. The national average for an area this size is 277* employees, while there are 380 here.



Compensation

Earnings are about average in your area. The national median salary for Machinists is \$55,975, compared to \$55,481 here.



Job Posting Demand

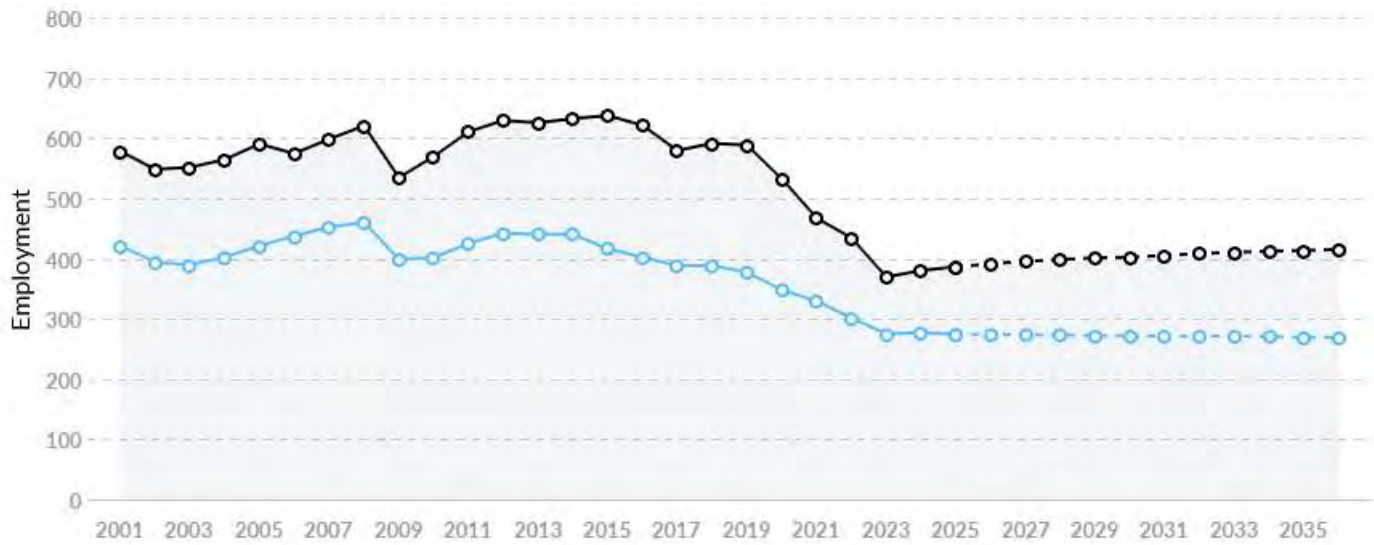
Job posting activity is high in your area. The national average for an area this size is 3* job postings/mo, while there are 7 here.

*National average values are derived by taking the national value for Machinists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

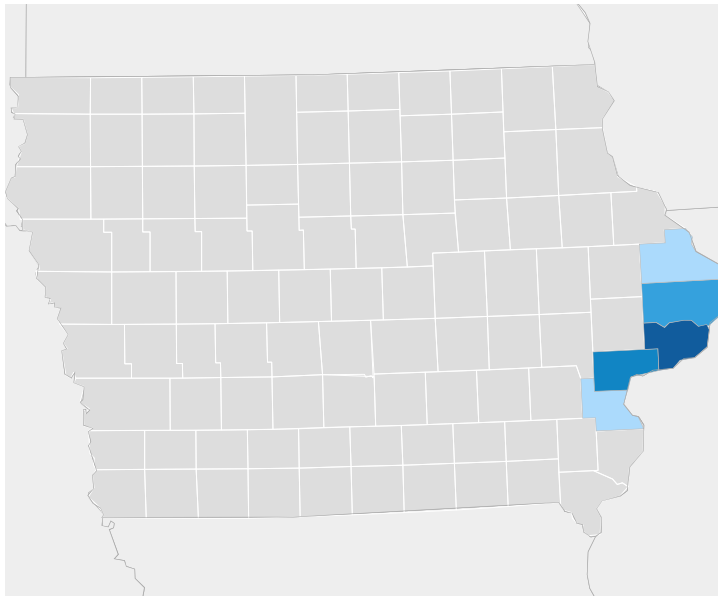
An average area of this size typically has 277* jobs, while there are 380 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2024 Jobs	2026 Jobs	Change	% Change
● 5 Iowa Counties	380	391	11	2.8%
● National Average	277	274	-3	-1.2%

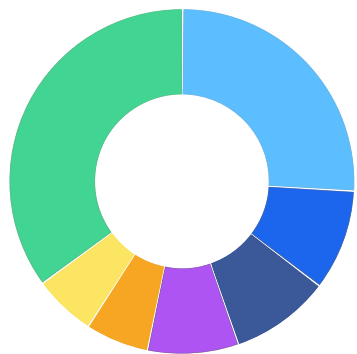
*National average values are derived by taking the national value for Machinists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2024 Jobs
Scott County, IA	198
Muscatine County, IA	85
Clinton County, IA	49
Jackson County, IA	30
Louisa County, IA	18

Most Jobs are Found in the Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing Industry Sector

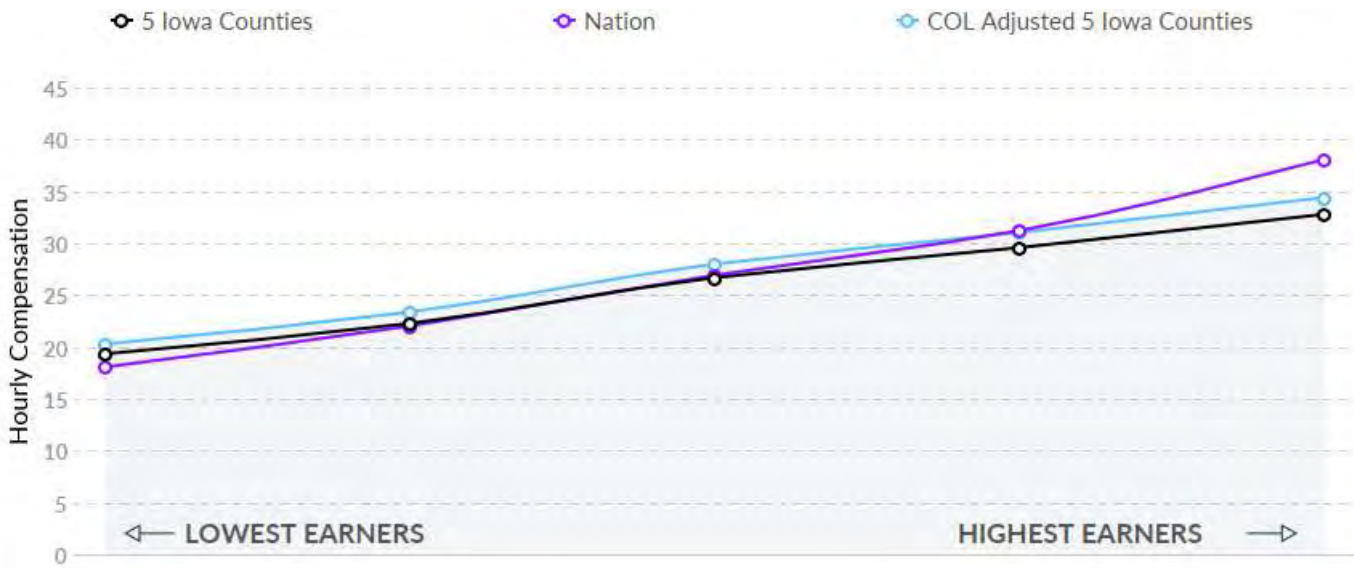


Industry	% of Occupation in Industry (2024)
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	25.8%
Metalworking Machinery Manufacturing	9.4%
Other General Purpose Machinery Manufacturing	9.3%
Agriculture, Construction, and Mining Machinery Manufacturing	8.5%
Aerospace Product and Parts Manufacturing	5.9%
Alumina and Aluminum Production and Processing	5.8%
Other	35.1%

Compensation

Regional Compensation Is the Same Cost as the Nation

For Machinists, the 2024 median wage in your area is \$26.67/hr, while the national median wage is \$26.91/hr.



Job Posting Activity



189 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Apr 2026.



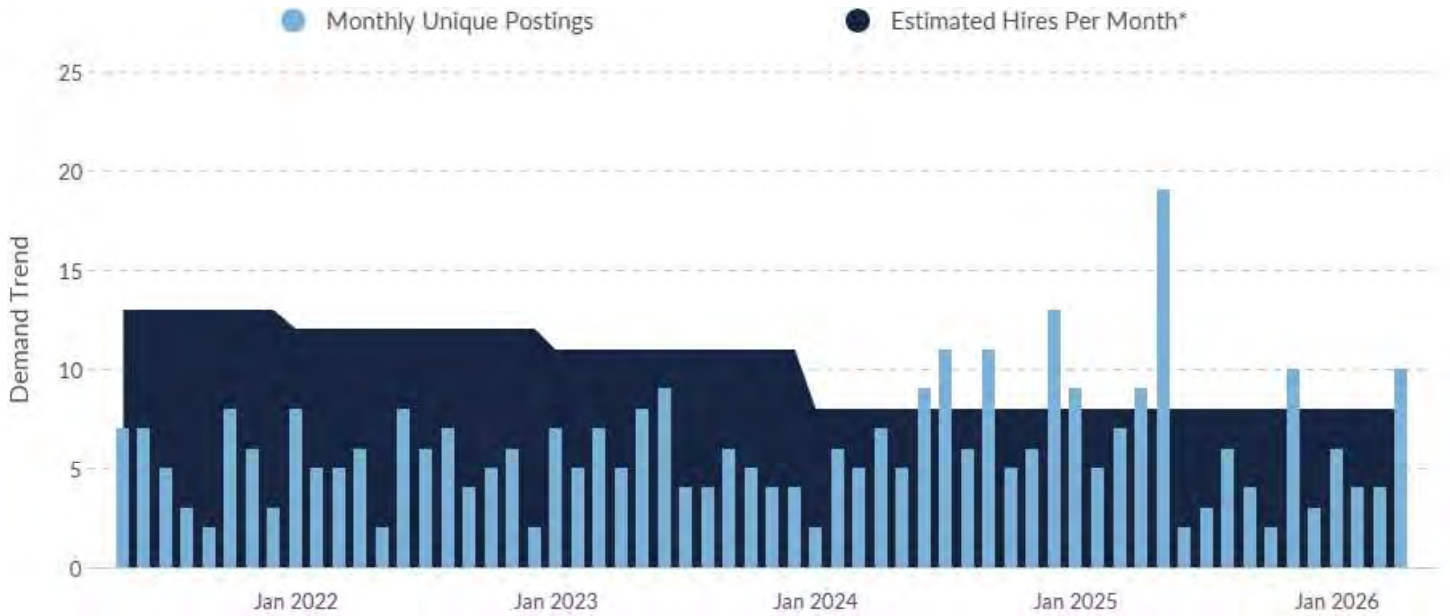
29 Companies Posting

All employers in the region who posted for this job from Jan 2024 to Apr 2026.








18 Day Median Duration

Posting duration is 7 days shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Apr 2026)	Avg Monthly Hires (Jan 2024 - Apr 2026)
Machinists	7	8

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Aerotek	87 	CNC Machinists	92 
Arconic	20 	Machinists	36 
Lincoln Electric	13 	Manual Machinists	12 
Eaton Corporation	11 	CNC Lathe Machinists	11 
Entegee	8 	Machinist Apprentices	8 
The Raymond Corporation	6 	High School Mentors	5 
Carver Pump Company	4 	Maintenance Machinists	4 
Tradesmen International	4 	Master Machinists	4 
Adecco	3 	Maintenance Representatives	3 
Eaton Manufacturing	3 	CNC Milling Machinists	2 

Top Distinguishing Skills by Demand

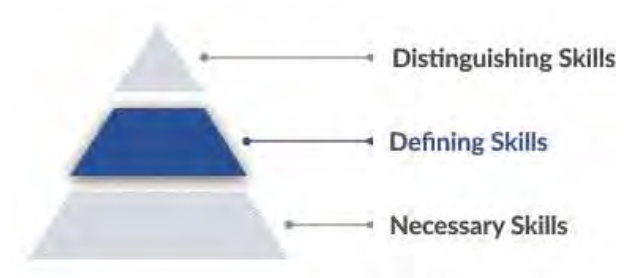
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
CNC Programming	✓	23	+19.5%	Rapidly Growing
Mastercam (CAD/CAM Software)	✓	11	+11.0%	Growing
Tapping	✗	11	+10.5%	Growing
Fanuc Controllers	✗	8	+5.3%	Stable
Machine Controls	✗	5	+8.6%	Stable
Computer-Aided Manufacturing	✗	3	+16.4%	Growing
Indicators (Measuring Device)	✗	3	+4.3%	Stable
Dial Indicators	✓	2	+21.2%	Rapidly Growing
Vertical Milling	✗	0	+10.2%	Growing
Boring Mill	✓	0	+7.8%	Stable

Top Defining Skills by Demand

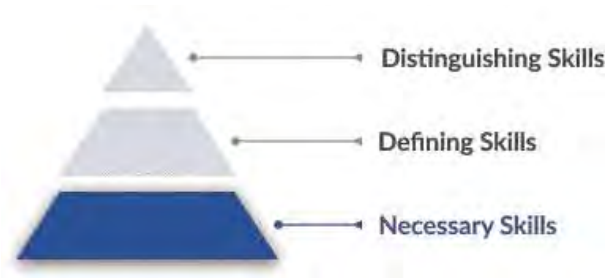
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Machining	✗	132	+20.8%	Rapidly Growing
Lathes	✗	121	+9.9%	Growing
Micrometer	✓	88	+15.2%	Growing
Mills	✓	84	+15.7%	Growing
Calipers	✓	71	+17.4%	Rapidly Growing
Computer Numerical Control (CNC)	✗	68	+14.1%	Growing
Tooling	✗	54	+19.6%	Rapidly Growing
Milling	✗	51	+16.8%	Growing
CNC Machining	✗	46	+18.8%	Rapidly Growing
Machine Setup	✗	39	+9.0%	Growing

Top Necessary Skills by Demand

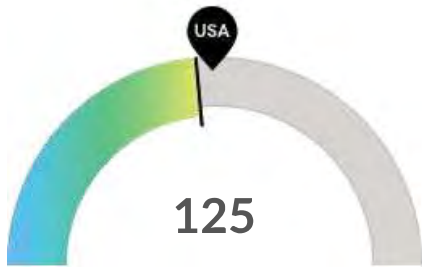
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Hand Tools	✘	48	+7.4%	Stable
Drilling	✘	47	+5.8%	Stable
Blueprint Reading	✘	38	+16.1%	Growing
Machinery	✘	23	+9.0%	Growing
Grinding Machine	✘	20	+11.9%	Growing
Grinding	✘	10	+10.7%	Growing
Engineering Drawings	✘	7	+13.0%	Growing
Continuous Improvement Process	✘	5	+20.0%	Rapidly Growing
Fabrication	✘	5	+14.5%	Growing
Machine Operation	✘	4	+4.8%	Stable

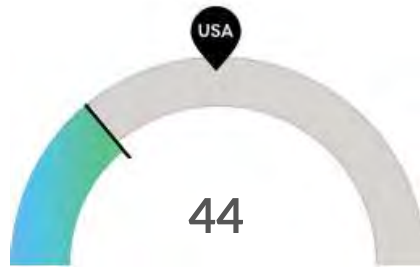
Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



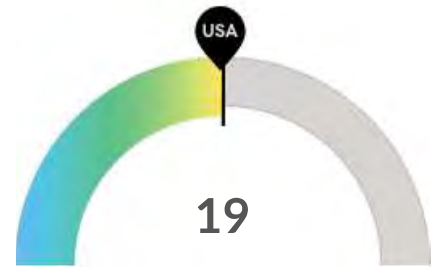
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 136* employees 55 or older, while there are 125 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 93* racially diverse employees, while there are 44 here.

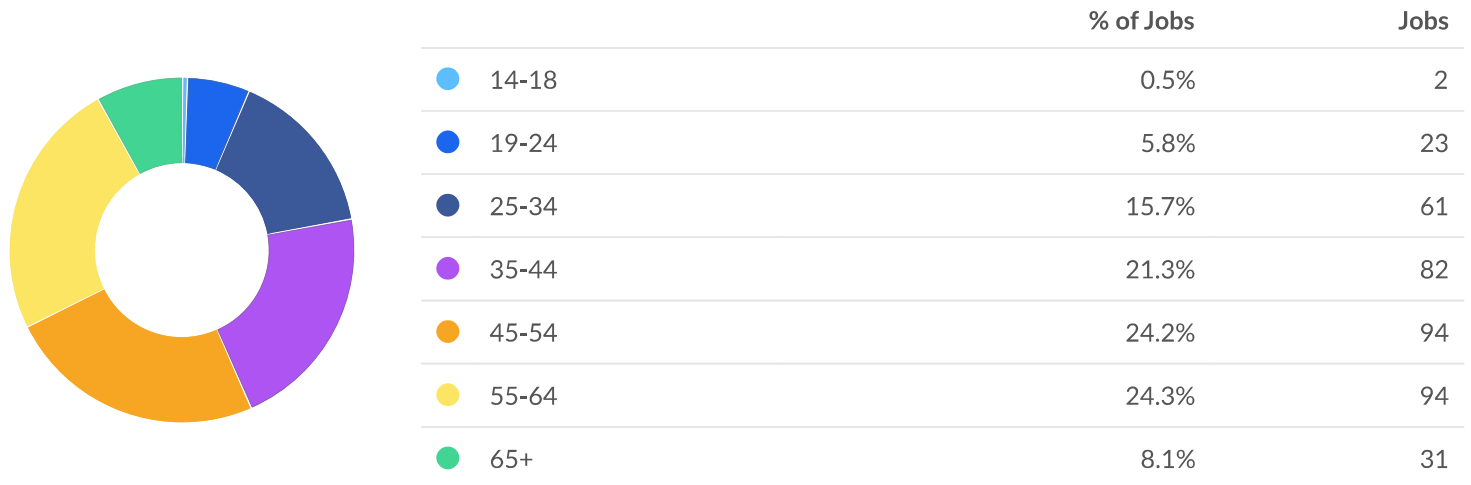


Gender Diversity

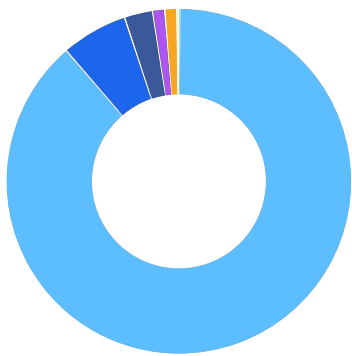
Gender diversity is about average in your area. The national average for an area this size is 19* female employees, while there are 19 here.

*National average values are derived by taking the national value for Machinists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

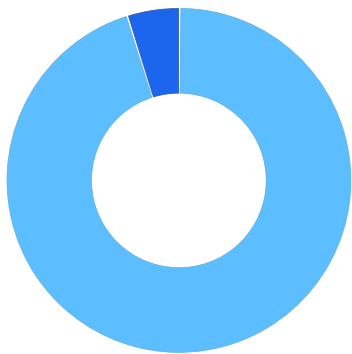


Occupation Race/Ethnicity Breakdown



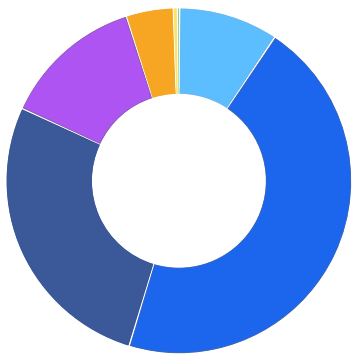
	% of Jobs	Jobs
White	88.6%	342
Hispanic or Latino	6.2%	24
Black or African American	2.6%	10
Asian	1.1%	4
Two or More Races	1.1%	4
American Indian or Alaska Native	0.2%	1
Native Hawaiian or Other Pacific Islander	0.1%	0

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	95.1%	367
Females	4.9%	19

National Educational Attainment



	% of Jobs
● Less than high school diploma	9.3%
● High school diploma or equivalent	45.3%
● Some college, no degree	27.2%
● Associate's degree	13.2%
● Bachelor's degree	4.4%
● Master's degree	0.4%
● Doctoral or professional degree	0.2%

Occupational Programs



2 Programs

Of the programs that can train for this job, 2 have produced completions in the last 5 years.



7 Completions (2024)

The completions from all regional institutions for all degree types.



48 Openings (2024)

The average number of openings for an occupation in the region is 25.

CIP Code	Top Programs	Completions (2024)
48.0510	Computer Numerically Controlled (CNC) Machinist Technol...	7 <div style="width: 25%;"></div>

Top Schools	Completions (2024)
Eastern Iowa Community College District	7 <div style="width: 25%;"></div>

Appendix A

Machinists (SOC 51-4041):

Set up and operate a variety of machine tools to produce precision parts and instruments out of metal. Includes precision instrument makers who fabricate, modify, or repair mechanical instruments. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, mathematics, metal properties, layout, and machining procedures. Machinists who primarily program or operate computer numerically controlled (CNC) equipment are classified in Computer Numerically Controlled Tool Operators and Programmers (51-9160).

Sample of Reported Job Titles:

Machinist
Maintenance Machinist
Manual Machinist
Tool Room Machinist
Tool and Die Machinist
Production Machinist
Manual Lathe Machinist
Gear Machinist
CNC Machinist (Computer Numerically Controlled Machinist)
CNC Machinist (Computer Numeric Controlled Machinist)

Related O*NET Occupation:

Machinists (51-4041.00)

Appendix B - Data Sources and Calculations

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.



Eastern Iowa Community Colleges

Industry has expressed and validated the need for the skills included in the Residential HVAC Installer program.

Credit Advisory Council

The advisory council, established to support the Heating, Ventilation, and Air Conditioning program, has confirmed and validated the skills included within the certificate and diploma. The Residential HVAC Installer program was designed specifically to be a stackable entry point that would equip them with skills to enter the workforce or prepare them for additional educational opportunities by matriculating to the Heating, Ventilation, and Air Conditioning certificate or diploma.

Lightcast Labor Market Information

The attached Occupation Overview from Lightcast document the need for this program. Specifically, in the HVAC Installers occupation, projected growth in some skill areas is growing or rapidly growing throughout the core counties in EICC's service area. Additionally, CIRAS and our local industry partners have reported significant challenges in hiring individuals with the appropriate skillset.

Clinton Community College
1000 Lincoln Blvd.
Clinton, IA 52732-6299
563-244-7001

Muscatine Community College
152 Colorado St.
Muscatine, IA 52761-5396
563-288-6001

Scott Community College
500 Belmont Rd.
Bettendorf, IA 52722-6804
563-441-4001

Eastern Iowa Community Colleges
District Office
101 W. Third St.
Davenport, IA 52801-1219
1-888-336-3907



Heating, Air Conditioning, and Refrigeration Mechanics and Installers in 5 Iowa Counties

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Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



Report Parameters

1 Occupation

49-9021 Heating, Air Conditioning, and Refrigeration Mechanics and Installers

5 Counties

19045 Clinton County, IA

19097 Jackson County, IA

19115 Louisa County, IA

19139 Muscatine County, IA

19163 Scott County, IA

Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

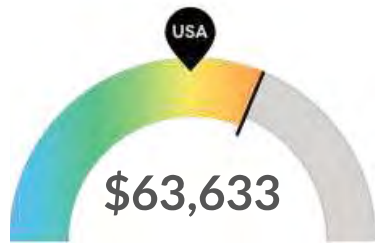
Executive Summary

Light Job Posting Demand Over a Thin Supply of Regional Jobs



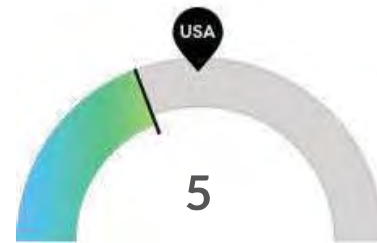
Jobs (2024)

Your area is not a hotspot for this kind of job. The national average for an area this size is 408* employees, while there are 369 here.



Compensation

Earnings are high in your area. The national median salary for Heating, Air Conditioning, and Refrigeration Mechanics and Installers is \$59,044, compared to \$63,633 here.



Job Posting Demand

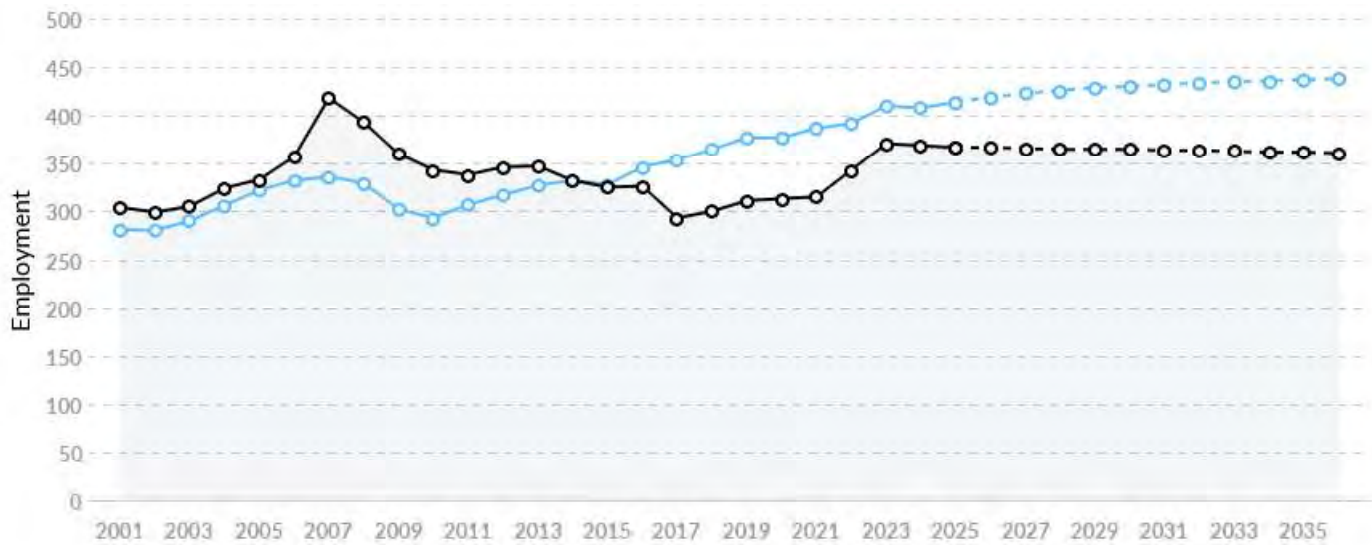
Job posting activity is low in your area. The national average for an area this size is 7* job postings/mo, while there are 5 here.

*National average values are derived by taking the national value for Heating, Air Conditioning, and Refrigeration Mechanics and Installers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is About Equal to the National Average

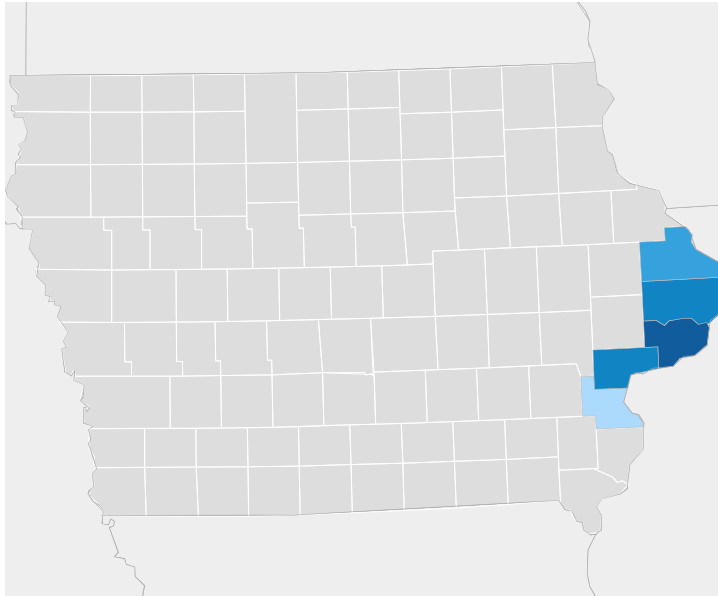
An average area of this size typically has 408* jobs, while there are 369 here.



Region	2024 Jobs	2026 Jobs	Change	% Change
● 5 Iowa Counties	369	367	-2	-0.6%
● National Average	408	419	11	2.6%

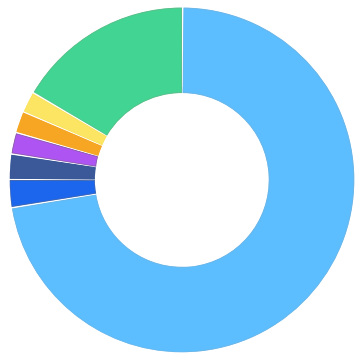
*National average values are derived by taking the national value for Heating, Air Conditioning, and Refrigeration Mechanics and Installers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2024 Jobs
Scott County, IA	290
Clinton County, IA	32
Muscatine County, IA	29
Jackson County, IA	10
Louisa County, IA	<10

Most Jobs are Found in the Building Equipment Contractors Industry Sector

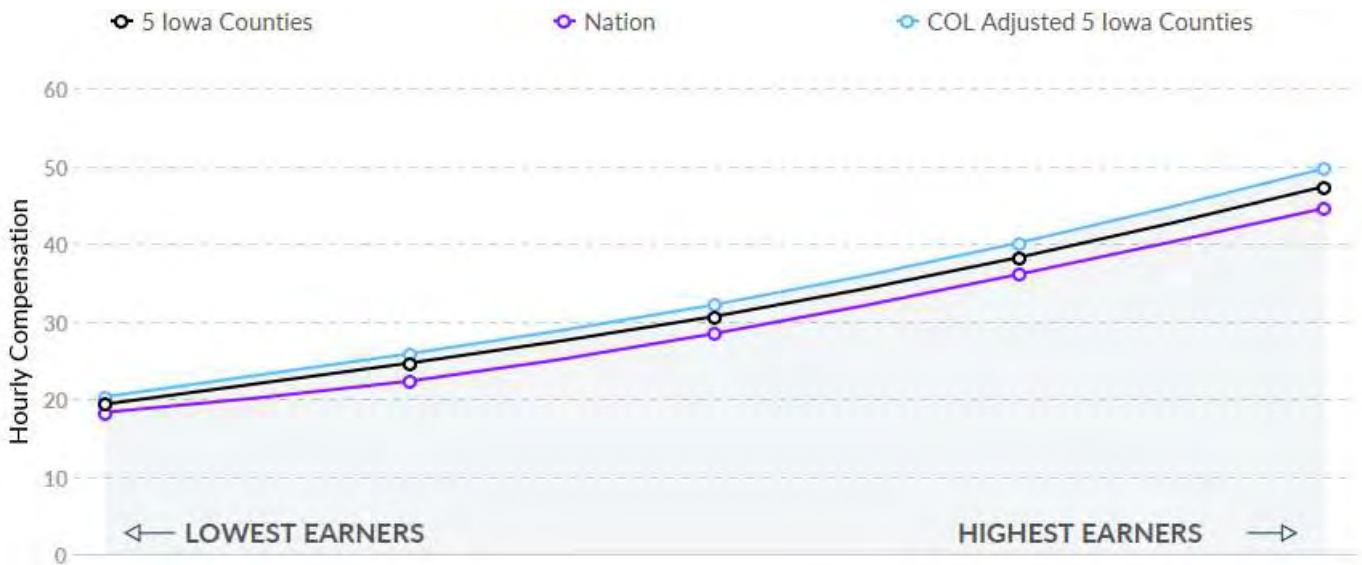


Industry	% of Occupation in Industry (2024)
Building Equipment Contractors	72.4%
Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	2.6%
Agriculture, Construction, and Mining Machinery Manufacturing	2.4%
Building Finishing Contractors	2.0%
Residential Building Construction	2.0%
Animal Slaughtering and Processing	2.0%
Other	16.6%

Compensation

Regional Compensation Is 8% Higher Than National Compensation

For Heating, Air Conditioning, and Refrigeration Mechanics and Installers, the 2024 median wage in your area is \$30.59/hr, while the national median wage is \$28.39/hr.



Job Posting Activity



140 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Apr 2026.



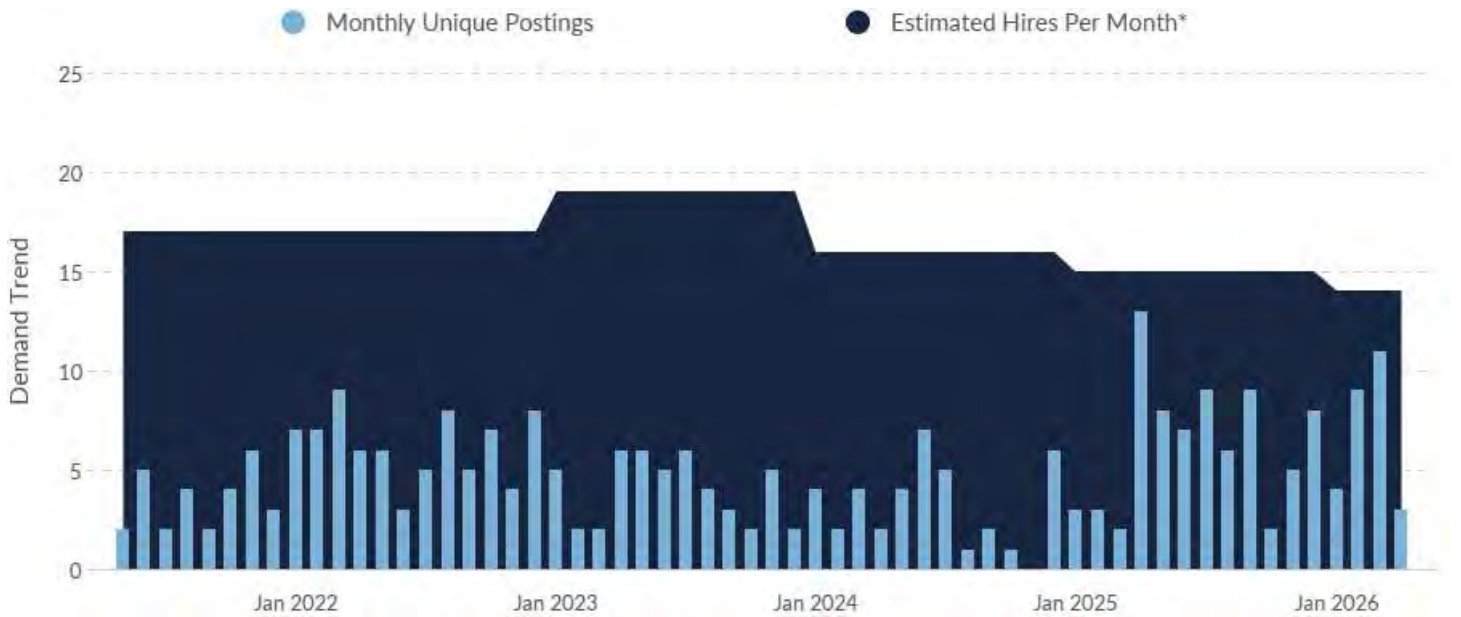
44 Companies Posting

All employers in the region who posted for this job from Jan 2024 to Apr 2026.











33 Day Median Duration

Posting duration is 8 days longer than what's typical in the region.



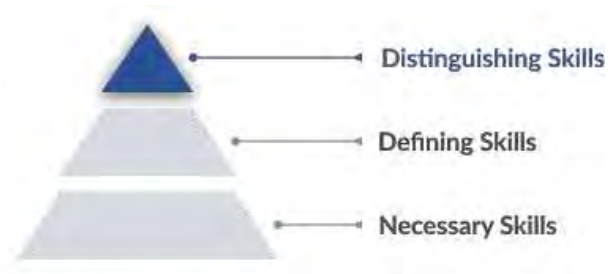
Occupation	Avg Monthly Postings (Jan 2024 - Apr 2026)	Avg Monthly Hires (Jan 2024 - Apr 2026)
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	5	15

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Trane Commercial Systems	17 	Refrigeration Technicians	17 
Walmart	12 	HVAC Technicians	13 
Arconic	9 	Ammonia Refrigeration Technici...	11 
Amentum	7 	HVAC Service Technicians	10 
IntelliSource	7 	HVAC Refrigeration Technicians	9 
Meijer	6 	Facility Engineering Refrigeratio...	7 
ADM	5 	HVAC Maintenance Technicians	6 
Aerotek	5 	Commercial HVAC Service Tech...	5 
I-State Truck Center	5 	Chiller Technicians	4 
Interstate Companies	4 	Commercial HVAC Technicians	4 

Top Distinguishing Skills by Demand

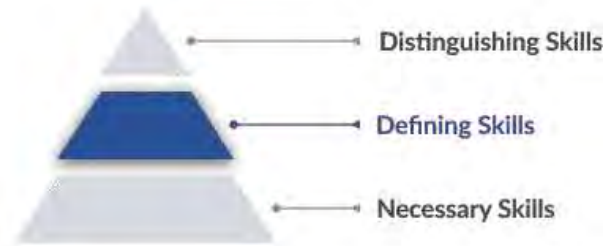
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Vapor-Compression Refrigeration	✓	17	+12.2%	Growing
HVAC Certification	✗	16	+1.5%	Lagging
Furnaces	✗	15	+10.3%	Growing
Brazing (Metal Work)	✓	13	+8.9%	Stable
Ammonia	✓	11	+9.6%	Growing
Absorption Refrigeration	✓	11	+10.4%	Growing
HVAC Split Systems	✓	8	+13.0%	Growing
Cooling Towers	✗	6	+17.5%	Rapidly Growing
Air Handler	✗	6	+6.2%	Stable
Cooling Systems	✗	4	+12.3%	Growing

Top Defining Skills by Demand

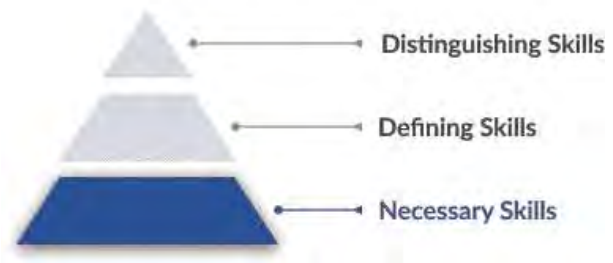
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
HVAC	✘	116	+8.6%	Stable
Valid Driver's License	✘	73	+7.5%	Stable
EPA 608 Technician Certification	✘	41	+5.1%	Stable
Refrigerant	✔	32	+11.9%	Growing
Refrigeration	✔	29	+9.0%	Growing
Ventilation	✔	27	+9.7%	Growing
Boilers	✘	22	+9.5%	Growing
HVAC Repair And Maintenance	✘	18	+6.3%	Stable
EPA Universal Certification	✘	12	+14.1%	Growing

Top Necessary Skills by Demand

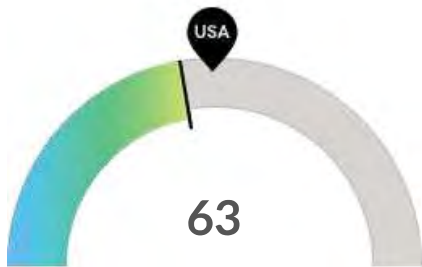
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Hand Tools	✘	39	+7.4%	Stable
Preventive Maintenance	✘	27	+11.6%	Growing
Plumbing	✘	24	+9.5%	Growing
Power Tool Operation	✘	22	+9.0%	Growing
Equipment Repair	✘	19	+19.2%	Rapidly Growing
R (Programming Language)	✘	18	+18.0%	Rapidly Growing

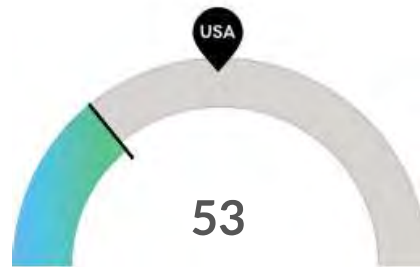
Demographics

Retirement Risk Is Low, While Reliable Diversity Information Is Not Available



Retiring Soon

Retirement risk is low in your area. The national average for an area this size is 73* employees 55 or older, while there are 63 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 110* racially diverse employees, while there are 53 here.

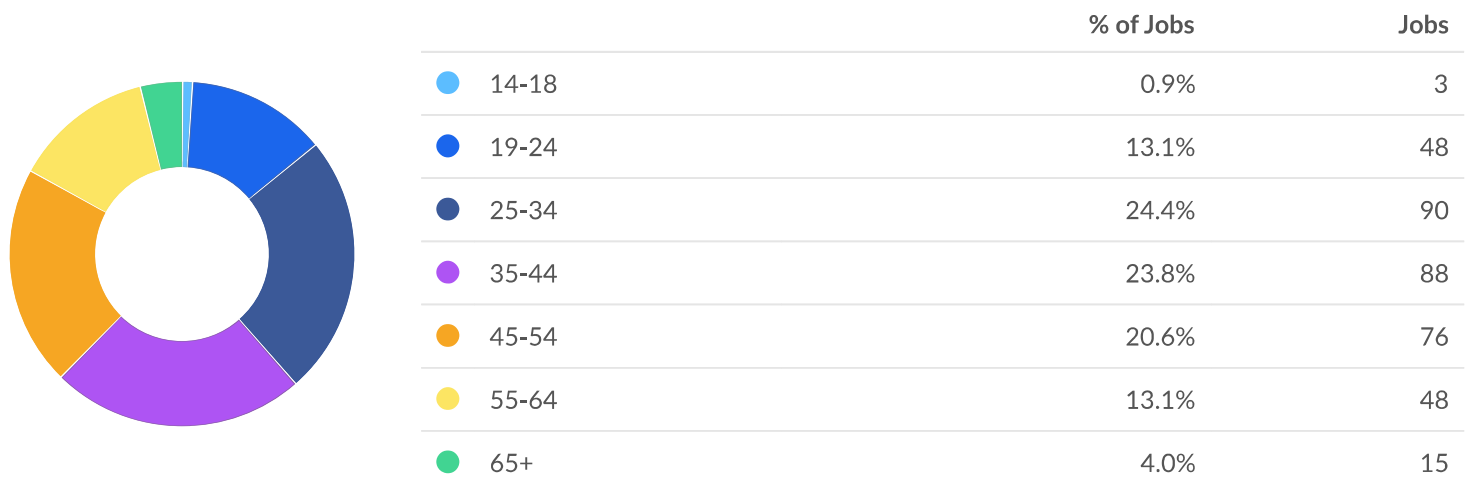


Gender Diversity

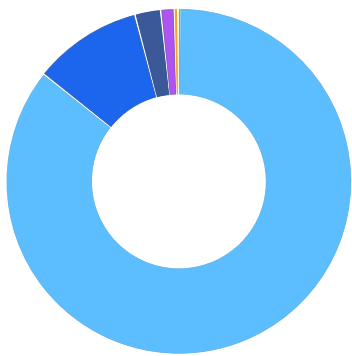
Reliable gender diversity information is not available in your area, because there are too few employees.

*National average values are derived by taking the national value for Heating, Air Conditioning, and Refrigeration Mechanics and Installers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

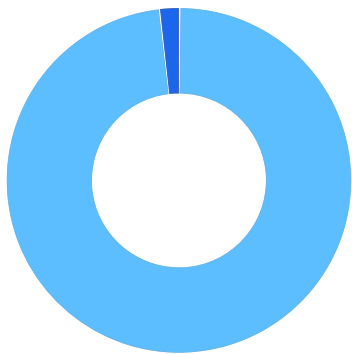


Occupation Race/Ethnicity Breakdown



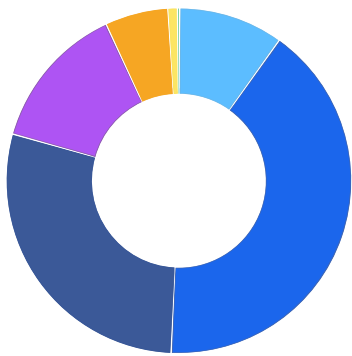
	% of Jobs	Jobs
● White	85.6%	314
● Hispanic or Latino	10.2%	38
● Black or African American	2.4%	9
● Two or More Races	1.3%	5
● Asian	0.3%	1
● American Indian or Alaska Native	0.1%	1
● Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown



	% of Jobs	Jobs
● Males	98.1%	360
● Females	1.9%	7

National Educational Attainment



	% of Jobs
● Less than high school diploma	9.8%
● High school diploma or equivalent	40.8%
● Some college, no degree	28.6%
● Associate's degree	13.7%
● Bachelor's degree	5.9%
● Master's degree	0.9%
● Doctoral or professional degree	0.2%

Occupational Programs



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.



11 Completions (2024)

The completions from all regional institutions for all degree types.



33 Openings (2024)

The average number of openings for an occupation in the region is 25.

CIP Code	Top Programs	Completions (2024)
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Mai...	11 <div style="width: 44%;"></div>

Top Schools	Completions (2024)
Eastern Iowa Community College District	11 <div style="width: 44%;"></div>

Appendix A

Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC 49-9021):

Install or repair heating, central air conditioning, HVAC, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves.

Sample of Reported Job Titles:

HVAC Tech (Heating, Ventilation, and Air Conditioning Technician)
HVAC Service Tech (Heating, Ventilation, and Air Conditioning Service Technician)
HVAC Mechanic (Heating, Ventilation, and Air Conditioning Mechanic)
HVAC Installer (Heating, Ventilation, and Air Conditioning Installer)
A/C Service Tech (Air Conditioning Service Technician)
Refrigeration Service Technician (Refrigeration Service Tech)
Refrigeration Mechanic
HVAC-R Service Tech (Heating, Ventilation, Air Conditioning, and Refrigeration Service Technician)
Heating, Ventilation, Air Conditioning, and Refrigeration Technician
A/C Mechanic (Air Conditioner Mechanic)

Related O*NET Occupation:

Heating, Air Conditioning, and Refrigeration Mechanics and Installers (49-9021.00)

Appendix B - Data Sources and Calculations

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Q1. Institution Name:

Eastern Iowa Community Colleges

Q43. Enter the information below for the person completing this form.

Full Name

Ashlee Spannagel

Job Title

Vice Chancellor of Workforce Development

Email

aespannagel@eicc.edu

Q4. Please enter the alternate contact person's information below.

Optional

Full Name

Karri Frank

Email

kjfrank@eicc.edu

Q5. Workforce program name:

Residential HVAC Installer

Q6. Local Program Code (Course Catalog Code):

RHI

Q7. Classification of Instructional Program (CIP) Code:

4702010000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

01/06/2025 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[HVAC Enrollment.xlsx](#)

10.2KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q11. Workforce Program Description:

The Residential HVAC Installation course will offer all the skills needed to install and calibrate a gas fired furnace, with air conditioning. The skills acquired in this course open opportunities in the residential sector of the HVAC industry as an installer. Safety and Environmental regulations will be covered, and students will test for the EPA Section 608 certification exam. The course will be taught face to face with Instructor lead demonstrations.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

By the end of the course, students will be able to: Install Residential HVAC Systems — Perform complete installation of gas-fired furnaces and split-system air conditioners following manufacturer specifications and industry best practices. Calibrate System Components — Accurately calibrate thermostats, airflow, gas pressure, and refrigerant charge to ensure safe and efficient system operation. Apply Safety Protocols — Demonstrate proper use of PPE, lockout/tagout procedures, combustion safety checks, and safe handling of refrigerants and electrical components. Interpret Codes and Regulations — Identify and apply relevant residential HVAC codes, environmental regulations, and installation standards, including EPA requirements. Prepare for EPA Section 608 Certification — Demonstrate the knowledge and practical skills necessary to successfully pass the EPA Section 608 certification exam. Use HVAC Tools and Instruments — Operate essential tools such as multimeters, manometers, recovery machines, and refrigerant gauges. Perform System Start-Up and Testing — Conduct start-up procedures, verify system performance, and document installation results. Communicate with Homeowners — Explain system operation, maintenance needs, and safety considerations to residential customers. Troubleshoot Installation Issues — Identify and correct common installation-related problems such as airflow restrictions, wiring errors, or improper refrigerant charge.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

This question was not displayed to the respondent.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

160

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

10

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Instruction Schedule: Modality: 100% in-person (face-to-face instruction with instructor demonstrations + supervised lab) Days/Times: Monday–Thursday, 4:00 p.m.–8:00 p.m. Total sessions: 40 sessions Clock hours: 160 clock hours (40 sessions × 4 hours/session) Program length: 10 weeks (4 sessions/week × 10 weeks = 40 sessions) The program will be a single course for 160 clock hours across 10 weeks. Hands-on Lab Emphasis (how hours are used): To support workforce readiness, the program intentionally emphasizes additional supervised hands-on lab time within the 160 clock hours. Labs focus on complete residential system installation workflow, verification, startup, and troubleshooting, aligned with the competencies listed above.

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
 Certificate of completion of an apprenticeship
 License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
 Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

An Iowa Workforce Pell program is considered “stackable” when it 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.

Successful completion of the program receives credit for prior learning for HCR 260 (3 cr) and HCR 261 (3 cr) for a total of 6 credits toward the Heating, Ventilation, and Air Conditioning Diploma.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Heating%2C Ventilation%2C and Air Conditioning%2C Diploma - Eastern Iowa Community Colleges.pdf](#)

123.5KB
application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

A workforce program is considered “portable” when 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.

Program completion results in official EICC continuing education transcript and noncredit credential delivered by an accredited community college. Program type is recognized across states and employers. Industry partners throughout the region have validated the skills taught through the program to ensure alignment with entry-level skills needed in the workforce.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Articulation Agreement w Appendix.pdf](#)

1.5MB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Successful completion of the program receives credit for prior learning for HCR 260 (3 cr) and HCR 261 (3 cr) for a total of 6 credits toward the Heating, Ventilation, and Air Conditioning Diploma.

Q30. Please attach credit articulation agreements (if applicable).

[Articulation Agreement w Appendix.pdf](#)

1.5MB

application/pdf

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

Heating, Air Conditioning, and Refrigeration Mechanics and Installers 49-9021

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[HVAC Employer Demand Evidence.pdf](#)

988.8KB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[HVAC Completion evidence.pdf](#)

284.6KB
application/pdf

Q41. Provide any data you may have on the job placement rate:

[Placement evidence.pdf](#)

224KB
application/pdf

Q34. Provide any information you have about the median earnings of program completers.

\$63,633

Q35. Provide the program's tuition and fees.

\$3945.00

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Ashlee E. Spannagel

×

clear

Q40. Today's Date

Select a date

05/14/2026 12:00 AM



Location Data

Location: [\(37.751, -97.822\)](#)

Source: GeolIP Estimation



Q1. Institution Name:

Eastern Iowa Community Colleges

Q43. Enter the information below for the person completing this form.

Full Name

Ashlee Spannagel

Job Title

Vice Chancellor of Workforce Development

Email

aespannagel@eicc.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Karri Frank

Email

kjfrank@eicc.edu

Q5. Workforce program name:

Manufacturing Maintenance Technician

Q6. Local Program Code (Course Catalog Code):

ELMMT

Q7. Classification of Instructional Program (CIP) Code:

4703030000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

08/27/2024 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[MMT Enrollment.xlsx](#)

12KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q11. Workforce Program Description:

The Manufacturing Maintenance Technician program is designed to prepare students for careers in maintaining and repairing industrial equipment and machinery. The curriculum combines theoretical knowledge with hands-on training to ensure students are ready for the workforce upon graduation.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

Demonstrate understanding of workplace safety principles and apply safe practices in industrial and technical environments. Accurately use measurement tools, hand tools, and fasteners to complete mechanical and electrical tasks according to specifications. Interpret basic electrical circuits and wiring diagrams and troubleshoot common electrical system issues. Explain the principles of electricity, hydraulics, and pneumatics and apply fluid power concepts in basic system operations. Identify and describe mechanical system components, including gears, bearings, and hydraulics, and explain their function within larger systems. Read and interpret basic technical prints and schematics used in electrical and mechanical systems.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.

Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

207

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

15

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

The program consists of six courses including: Workplace Safety, Basic Electricity, Measurement Hand Tools & Fasteners, Introduction to Hydraulics/Pneumatics, Introduction to Print Reading, Introduction to Mechanical Systems. The course will be a total of 206 hours across 15 weeks. In-person, hands-on lab skills will be developed through use of an open lab model where students can gain one-on-one assistance from instructors to ensure skill attainment. Online coursework will serve as the lecture component to support student learning and preparation to engage in the lab, hands-on portion of the program. Students will be able to access the lab Monday-Thursday, 4-8 PM, for lab instruction. Students will complete 206 hours of instruction, in total.

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

An Iowa Workforce Pell program is considered “stackable” when it 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.

Program receives credit for prior learning for MFG 106 (3 cr) and IND 134 (2 cr) for a total of 5 credits to count toward the EICC Engineering Tech Certificate and Diploma programs, and the Industrial Maintenance AAS. Program receives credit for prior learning for MFG 106 (3 cr) and MFG 192 (3 cr) for a total of 6 credits to count toward the EICC CNC Machine Operator Certificate, CNC Programmer Diploma, and Advanced Manufacturing AAS programs.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[MMT Stackability Evidence.pdf](#)

535.6KB

application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

A workforce program is considered “portable” when 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.

Program completion results in official EICC continuing education transcript and noncredit credential delivered by an accredited community college. Program type is recognized across states and employers. Industry partners throughout the region have validated the skills taught through the program to ensure alignment with entry-level skills needed in the workforce.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Articulation Agreement w Appendix.pdf](#)

1.5MB
application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Program receives credit for prior learning for MFG 106 (3 cr) and IND 134 (2 cr) for a total of 5 credits to count toward the EICC Engineering Tech Certificate and Diploma programs, and the Industrial Maintenance AAS. Program receives credit for prior learning for MFG 106 (3 cr) and MFG 192 (3 cr) for a total of 6 credits to count toward the EICC CNC Machine Operator Certificate, CNC Programmer Diploma, and Advanced Manufacturing AAS programs.

Q30. Please attach credit articulation agreements (if applicable).

[Articulation Agreement w Appendix.pdf](#)

1.5MB
application/pdf

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

Industrial Machinery Mechanics 49-9041, Maintenance Workers, Machinery 49-9043, Industrial Technology/Technician 15.0612

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for

employment.

[Employer Partnership documentation.pdf](#)

15.3MB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[MMT Completion evidence.docx](#)

216.5KB
application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q41. Provide any data you may have on the job placement rate:

[Placement evidence.pdf](#)

224KB
application/pdf

Q34. Provide any information you have about the median earnings of program completers.

\$70,860

Q35. Provide the program's tuition and fees.

\$5,125

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[T4 Documentation-state WFP application.pdf](#)

227.5KB
application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Ashlee E. Spannagel

×

clear

Q40. Today's Date

Select a date

05/14/2026 12:00 AM



Location Data

Location: [\(37.751, -97.822\)](#)

Source: GeoIP Estimation



Industry has expressed and validated the need for the skills included in the Manufacturing Maintenance Technology program.

Credit Advisory Council

The advisory council, established to support the Industrial Maintenance Technology AAS program, has confirmed and validated the skills included within the certificate, diploma, and AAS program. The Manufacturing Maintenance Technician program was designed specifically to be a stackable entry point that would equip them with skills to enter the workforce or prepare them for additional educational opportunities by matriculating to the Industrial Maintenance Technology AAS, or Engineering Technology Certificate or Diploma.

Workforce Training & Development Survey Results

See the attached summary which provides an overview of the feedback provided by 87 industry partners. In the Technical/Skilled Trades categories, skills were prioritized that are included in the Manufacturing Maintenance Technician program. Additionally, the course has been designed in a way to meet industry preferences around modality and how it is offered.

Top 100 High-Priority Jobs Report

According to the Top 100 High-Priority Jobs Report, compiled and published by the Quad Cities Chamber of Commerce, occupations occur on the high-priority top 100 listing based on earnings, annual openings and expected growth. Beginning of page 17 of the attached report, the rows highlighted in green evidence the need for training in the skills included within the Manufacturing Maintenance Technician program.

Lightcast Labor Market Information

The attached Occupation Overviews from Lightcast document the need for this program. Specifically, in the Industrial Machinery Mechanics occupation, job posting demand, projected growth in some skill areas is growing or rapidly growing, and a projection that retirement risk is above the national average throughout the core counties in EICC's service area.



**Eastern Iowa
Community Colleges**

Workforce Training and Development Survey 2025

BUILDING SOLUTIONS TOGETHER.

Eastern Iowa businesses know the future depends on skilled people, ready to lead, adapt, and grow. This survey—conducted by EICC with 87 employers across healthcare, manufacturing, construction, logistics, education, and government—identifies the most urgent training needs, barriers, and opportunities shaping our regional workforce.

Employer Training Priorities

Employers identified consistent areas of focus for training and development:

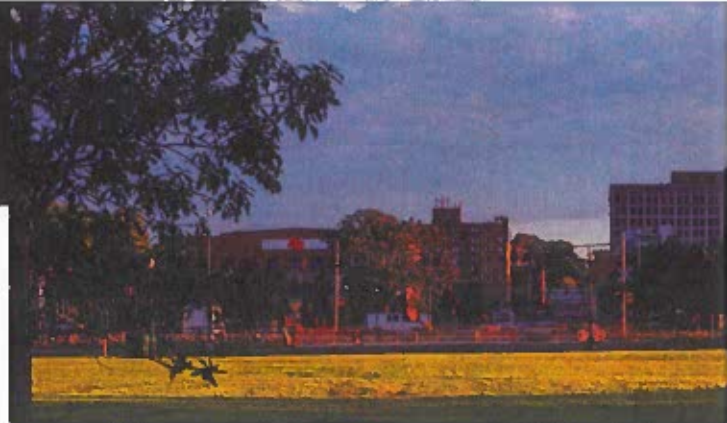
<p>Leadership Development Highest priority across all sectors</p>
<p>Safety Training OSHA, industry-specific, specialized programs</p>
<p>Technical/Skilled Trades CNC machining, welding, electrical maintenance, AutoCAD</p>
<p>Soft Skills Communication, collaboration, problem-solving</p>

Barriers to Training

Businesses cited common barriers to training:



Employers recommended solutions such as modular formats, onsite training, evening or off-shift options, and expanded access at local facilities.



Emerging Workforce Needs (1–2 Years)

Employers anticipate rapid shifts in demand:



AI, Data Analytics, Robotics



Automation and Mechatronics



Skilled trades shortages
Machinists, welders, process operators

Industry-Specific Needs

- ▶ Healthcare & EMS: CPR/BLS, Phlebotomy, Pharmacy Technician
- ▶ Maintenance & Reliability: Preventive maintenance, hydraulic troubleshooting
- ▶ Machining & Welding: CNC machining, MIG and TIG welding
- ▶ Quality & Process: Lean, Six Sigma, ISO auditing
- ▶ Transportation & Logistics: CDL-A, CDL-B, DOT Hazmat, CDL testing

Themes

Employers emphasized:

- ▶ Generational turnover and succession planning.
- ▶ Retention through professional development.
- ▶ The role of training in building cultures of problem solvers.

EICC Response and Next Steps

EICC is prepared to support employer needs through:

- 1 Expanding customized onsite and modular learning.
- 2 Increasing focus on skilled trades and automation.
- 3 Integrating AI, robotics, and Industry 4.0 into training.
- 4 Partnering on succession pipelines and leadership development.

Together, we are strengthening Eastern Iowa's workforce and building the region's economic future.

Leadership and Career Development

Employers emphasized that developing people is one of the strongest priorities across industries. The clearest needs fall into two areas: everyday workplace skills and preparing supervisors to lead.

Top needs identified:

- ▶ **Problem Solving** – rated as always or frequently needed by most employers, with many calling it an immediate priority.
- ▶ **Time Management & Prioritization** – widely cited as an immediate or short-term skill gap.
- ▶ **Teambuilding** – consistent demand to strengthen collaboration across shifts and teams.
- ▶ **Leadership Development Fundamentals** – one of the most urgent needs overall, with strong employer support.
- ▶ **Coaching & Mentoring** – steady interest as a strategy for succession and retention.
- ▶ **Employment Law for Supervisors** – multiple employers flagged this as an essential compliance need.

The takeaway: Employers are asking for practical, people-centered training that equips workers to solve problems, manage time, and lead teams. Preparing supervisors with leadership skills and HR basics is a priority for strengthening retention and building pipelines.





Technical and Skilled Trades

Employers told us that skilled trades remain the backbone of operations — and the gaps are urgent.

Top needs identified:

- ▶ **Skilled Trades & Maintenance** – preventive maintenance, hydraulics troubleshooting, mechanical drives.
- ▶ **Foundational Technical Skills** – electricity, multimeter use, bearings and lubricants, troubleshooting.
- ▶ **Machining & Welding** – CNC machining, MIG/TIG welding, fabrication, manual mill/lathe skills.
- ▶ **Print Reading & Measurement** – basic print reading across schematics, GD&T, calipers, micrometers.

The takeaway: Employers are clear—without strong technical fundamentals and skilled tradespeople, operations slow down. Building and sustaining these pipelines is critical.

Technology and Digital Skills

Employers stressed that technology adoption is accelerating — from AI to Industry 4.0. The focus is on preparing workers to adapt now and long-term.

Top needs identified:

- ▶ **Automation & Robotics** – PLC basics and advanced PLC, robotics operation and troubleshooting.
- ▶ **Industry 4.0** – introduction to smart systems, data collection, sensors, 3D printing.
- ▶ **AI & Machine Learning** – AI fundamentals, AI agents, Microsoft Copilot as an immediate tool.
- ▶ **Programming** – database development and Python were most relevant.
- ▶ **Microsoft Office** – Excel (especially dashboards), Power BI, Teams/SharePoint remained critical daily tools.

The takeaway: Employers see digital fluency as essential. From Excel dashboards to robotics and AI, technology skills are a must for competitiveness.

Safety and Compliance

Employers said safety is non-negotiable — it protects people and productivity alike.

Top needs identified:

- ▶ **OSHA (10/30)** – consistently the most urgent safety training.
- ▶ **Forklift/Powered Industrial Trucks** – always needed on shop floors.
- ▶ **Lockout/Tagout (LOTO)** – critical for maintenance safety.
- ▶ **CPR/First Aid** – consistently cited as an ongoing need.
- ▶ **Hazard Communication/Hazmat** – steady importance across industries.

The takeaway: Safety training is about keeping teams safe and operations reliable. Employers view it as a constant requirement.

Business and Professional Skills

Employers highlighted that professional effectiveness depends on clear communication and customer focus.

Top needs identified:

- ▶ **Communication** – active listening, fundamentals, business writing, and email etiquette were universal.
- ▶ **Customer Service** – service-provider and phone-based customer service training both cited as immediate.
- ▶ **Business Finance** – a handful of employers identified targeted needs in accounting basics, financial statement literacy, and cash flow.
- ▶ **Entrepreneurship & Small Business** – select employers emphasized strategic planning and succession, with niche needs for start-up support.

The takeaway: Employers want strong communicators and service-oriented staff, backed by practical finance knowledge where relevant.

Industry-Specific Needs

Some training priorities are unique to particular sectors, but no less critical.

Healthcare & Helping Professions

- ▶ Strongest demand for CPR/BLS/First Aid, Phlebotomy, and Pharmacy Technician training.
- ▶ Nurse Aid remains a critical entry-level pathway.

Maintenance & Reliability

- ▶ High priority for preventive maintenance, hydraulics troubleshooting, and process control fundamentals.

Machining & Welding

- ▶ Strong demand for CNC machining, MIG/TIG welding, fabrication, and robotic welding.

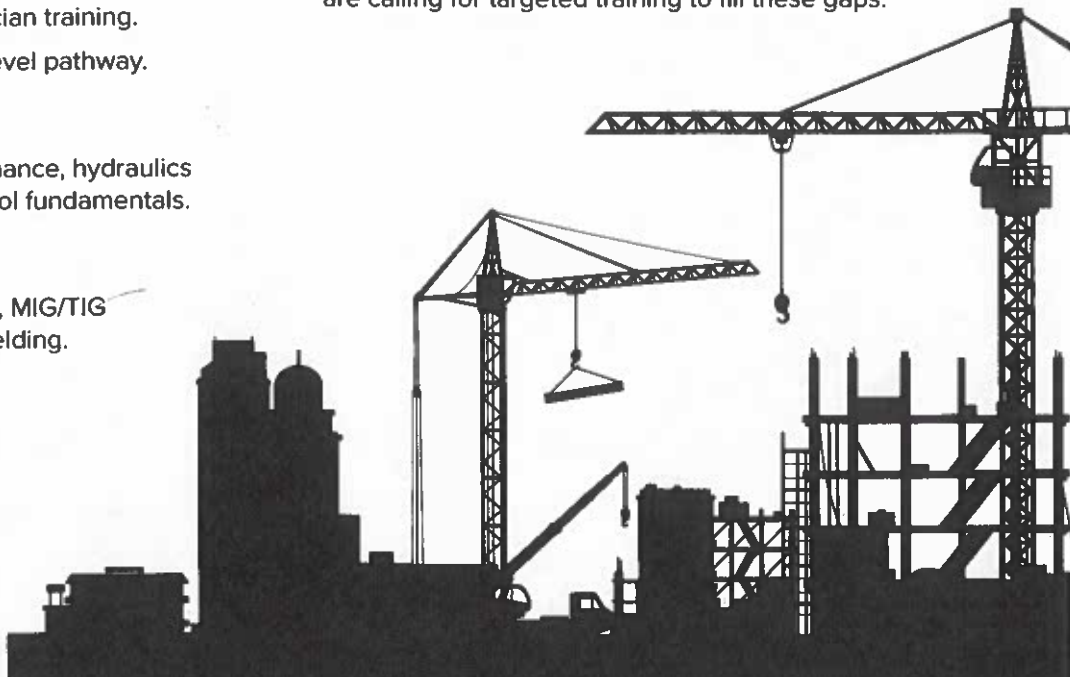
Quality & Process Improvement

- ▶ ISO auditing, Lean, and Six Sigma consistently noted as valuable.

Transportation & Logistics

- ▶ Immediate needs: CDL-A, CDL-B, DOT Hazmat, and CDL testing.

The takeaway: Each sector has critical technical skills that sustain production and service delivery. Employers are calling for targeted training to fill these gaps.



Customized solutions for your business.

At EICC, we know one size doesn't fit all. That's why we offer a wide range of training solutions tailored to meet the unique needs of your organization. Whether you're looking to enhance employee skills or get the most value from your training investment, we've got you covered. Many of our public courses have been shaped by the needs of businesses like yours. Contact us today to learn how we can support your team's growth.

Setting up customized training is as easy as 1-2-3:

1. We'll start with a conversation to understand your organization's needs.
2. Next, we'll create a training plan that outlines goals, course content, hours, and a timeline.
3. Finally, we'll deliver the training at one of our campuses or a location that works best for you.

Give us a call to learn how we can help your business.

- ▶ Clinton: 563-244-7020
- ▶ Muscatine: 563-288-6012
- ▶ Quad Cities: 563-441-4360



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An aerial photograph of a wide river system with several bridges, including a large steel truss bridge in the foreground and a dam-like structure in the middle ground. The surrounding area includes industrial buildings, parking lots, and green spaces. A large, faint, grey 'G' watermark is visible in the lower right quadrant of the image.

TOP 100 HIGH-PRIORITY JOBS REPORT



Workforce Development Community **INTRODUCTION**

In November 2023, the Quad Cities Chamber was invited to join the Advisory Committee for the ThriveQC initiative, led by the Illinois Board of Higher Education and consultants with the Center for Economic Mobility at WestEd. The Illinois Board of Higher Education (IBHE), in partnership with WestEd, released a comprehensive education and workforce analysis for the Quad Cities region, *Thrive Quad Cities: An Education and Workforce Analysis Final Report*. The Illinois General Assembly tasked IBHE to complete the study and provided the funding to carry out the study. The report outlines critical challenges, opportunities and actionable recommendations that will inform a regional plan to support the alignment of education pathways with workforce needs in the region. The report is reflective of data representing Illinois and Iowa communities within the Quad Cities Region.

Prior to the release of the ThriveQC Report, the Quad Cities Chamber and United Way of the

Quad Cities had been discussing the need for a local workforce study that could highlight the most in-demand industries, with the most in-demand occupations, that paid a livable wage ([MIT Living Wage Calculator](#)). In Scott County, Iowa, for one adult with no children, the livable wage is \$20.17 per hour. In Rock Island County, Illinois, for one adult with no children, the livable wage is \$19.27 per hour.

The intent of this discussion was to produce an analysis of local workforce information and prepare a High Priority Jobs Report to share with students, parents, educators and community stakeholders. The anticipated impact of this report is to educate our community members on the high demand jobs in our bi-state region and to work with schools and businesses to promote pathways into those jobs that represent a livable wage for Quad Citizens, especially for under-represented individuals.

METHODOLOGY

This report utilizes data from Lightcast, a labor market analytics company. Job categories were curated by the Council for Community and Economic Research (C2ER) within Lightcast.[1] The categories included in this report were identified by the Chamber as representing sectors of the economy that are critical to the success of the region and have a high demand for jobs that pay a living wage. The report covers the six counties of the Davenport-Moline, IA-IL Combined Statistical Area. In Illinois, the counties in the study are Henry, Mercer, and Rock Island. In Iowa, the counties in the study are Clinton, Muscatine, and Scott.

These categories are:

- Construction and Specialized Mechanical
- Education, Counseling and Therapy
- Engineering and Related Occupations
- Information Technology and Communications
- Legal, Clerical and Administrative
- Medical Science and Health Services
- Skilled and Semi-Skilled Labor, and Machine Operators
- Other

For the purposes of this report, the “living wage” follows the definition on the [web page of the MIT Living Wage Calculator](#). A living wage is “what one full-time worker must earn on an hourly basis to help cover the cost of their family’s minimum basic needs where they live while still being self-sufficient.” The MIT Living Wage Calculator provides living wages based on the cost of living in each county in the United States. The living wage for a single adult with no children for the counties in the Quad Cities Chamber service area is approximately \$19 to \$20 per hour.

As this report seeks to identify high priority jobs for the Quad Cities area, we considered several key criteria for inclusion in the report. High priority jobs are those that are in high demand and pay a living wage. These jobs require various levels of education, but at a minimum require a high school diploma.

Specifically, the criteria we considered are as follows:

Requires a high school diploma or greater AND At least 6 average annual job openings[2] in the six-county area, AND Median wage greater than \$22/hour

AND one of the following:

- Entry level wage[3] at least \$20/hour
- Entry level wage at least \$18.80, at least 60 jobs in the six-county area in 2024, and an employment concentration index (sometimes referred to as location quotient) of at least 0.88 in 2024

[1] Lightcast data downloaded Feb. 27, 2025.

[2] The tables list the current and projected number of jobs, hires in 2024 and the average annual job openings. Job openings is a more conservative measure of demand as it is based on growth and replacements due to exiting the labor force rather than turnover from workers changing employers for a similar job.

[3] The 10th percentile hourly earnings are used as a proxy for entry level wage.



Top 100 HIGH-PRIORITY JOBS

A total of 100 occupations met these criteria. There were 77 jobs that met the first three criteria and had an entry level wage of at least \$20/hour. Another 23 jobs met the first three criteria and had an entry level wage of at least \$18.80/hour, 60 jobs in the area and an employment concentration index of at least 0.88.

As these are the top jobs meeting these criteria, there is a sense in which these jobs represent the “top 100” jobs. However, it should be remembered that these are not the overall top 100 occupations in terms of wages or the numbers of workers overall. Rather, these are identified as “high-priority” in terms of this mix of criteria that prioritizes wages, number of workers and the concentration of workers in the Quad Cities market

Many of the occupations identified here have a high concentration of workers. The employment concentration index is a number that is less than one if the concentration of employees here is lower than the national average and greater than one if the concentration is greater than the national average. There are 59 of these top 100 occupations that have a concentration greater than one. There are 28 occupations that have a concentration of 1.5 or greater. That is, over ¼ of these occupations are at least 50% more concentrated here in the Quad Cities than on average in the U.S.

59 

Occupations with higher concentration than national average

The appendix contains data on all 100 jobs meeting these criteria. Some additional variables that are reported here but were not used as criteria are: Lightcast’s forecast for the number of jobs in 2028, the number of hires in 2024, average annual turnover, share of the workers nearing retirement age and Lightcast’s “Automation Index.” These variables are included in the appendix.



Top 5 occupations in **EACH INDUSTRY CATEGORY**

The jobs identified using the criteria outlined above employed over 40,000 individuals in the six-county area, or nearly 20% of the number of people employed.

From these 100 jobs, we further narrowed our focus to the top 5 in terms of job openings in each of the eight categories mentioned earlier. Basic statistics for the top 5 jobs in each category are listed in the next section.

Our research finds that opportunities exist for job seekers at all levels of education. Many entry level jobs in manufacturing and skilled trades pay living wages and higher while requiring only a high school diploma. Some of these jobs have considerably higher median wages, indicating good opportunities for advancement in one's career. Associate and bachelor's degrees are generally associated with higher starting wages, although there are some exceptions.

To meet this demand, it will be vital to have an educated labor force. In the Quad Cities area, about 11% of people aged 25 and over have an associate's degree while about 18% have a bachelor's degree; 21 out of the 40 occupations identified as being in the top 5 in their industry require either an associate's or bachelor's degree. Unique to our community is the demand for highly skilled jobs whose pathways are open to high school graduates and those with on-the-job training or apprenticeship training. Notably, 16 out of the 40 occupations in this report require this level of training.



Most jobs requiring a graduate or professional degree do not meet the criteria for high priority jobs because there are relatively few openings. However, there are exceptions, mostly in education and medical fields.

Attachment 6a, Page 184 of 216



POST-SECONDARY COMPLETIONS

The tables that follow also include 2023 post-secondary completions (degrees or certificates) that lead to each of these occupations. To connect post-secondary programs to occupations, we use the Classification of Instructional Programs (CIP) to Standard Occupational Classification (SOC) crosswalk^[4] developed by the National Center for Education Statistics and the Bureau of Labor Statistics. We report the number of completions from post-secondary institutions within a 90-mile radius and a 45-mile radius of the Quad Cities. This includes 4-year public and private colleges and universities, community colleges and career training institutions in the Integrated Postsecondary Education Data System (IPEDS) database. One institution, Western Illinois University (WIU), has a campus in the Quad Cities (Moline) and a campus in Macomb, IL which is outside the 45-mile radius. In this case, degrees in programs offered at the WIU-Quad Cities campus are counted as being within the 45-mile radius.

Occupations that generally only require a high school diploma may or may not have post-secondary programs that prepare students for that field. Where such programs exist within 90 miles, they are included.

Of the 65 jobs requiring more than a high school diploma, there were 30 jobs for which the local (45-mile radius) post-secondary completions were less than the average annual job openings. In some cases, there are no institutions offering those degrees locally, but there are institutions within 90 miles. In most cases, the number of graduates within 90 miles is greater than the number of job openings. However, there still may exist a shortage of qualified people for that occupation because other urban areas are also recruiting graduates from those schools. For example, there are 103 annual openings for industrial engineers with 138 degree completions within 90 miles and 5 degree completions within 45 miles. Many of those degrees within 90 miles were awarded by the University of Iowa, whose graduates are in demand throughout the state and beyond.

One case that appears to be an outlier is the occupation “Buyers and Purchasing Agents.” This occupation had the second highest number of job openings in the Legal, Clerical and Administrative category with 123 average annual openings. Yet there were only 18 degree completions within 90 miles. This is because the CIP to SOC crosswalk tries to identify specific programs that are most relevant to a particular occupation. There exist specific degree programs for buyers and purchasing agents, including some in the local area. However, there are also other programs that, while not an exact match, that may be regarded as acceptable by employers (such as a general degree in business). In reviewing the CIP to SOC crosswalk, we find that cases like this appear to be uncommon. Even so, we urge caution in interpreting the completions data for occupations that are narrowly defined.

[4] Information on the CIP to SOC crosswalk can be found here: <https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56>



600



Job growth in top 40 jobs

750



Job growth in top 100 jobs

3,300



Average annual openings in top 100 jobs



CONSTRUCTION AND SPECIALIZED MECHANICAL

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Industrial Machinery Mechanics	\$23.64	\$31.41	\$65,342	1,060	108	High school diploma or equivalent	Long-term on-the-job training
Machinists	\$19.18	\$26.95	\$56,060	794	88	High school diploma or equivalent	Long-term on-the-job training
Plumbers, Pipefitters, and Steamfitters	\$19.44	\$32.87	\$68,368	930	84	High school diploma or equivalent	Apprenticeship
Mobile Heavy Equipment Mechanics, Except Engines	\$19.15	\$29.00	\$60,325	383	40	High school diploma or equivalent	Long-term on-the-job training
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	\$18.93	\$24.28	\$50,511	247	25	High school diploma or equivalent	Moderate-term on-the-job training

All five of the top occupations in this industry have an employment concentration greater than 1. The top occupation is “Industrial Machinery Mechanics” with median annual earnings of \$65,342 and an entry level wage of over \$23/hour. This occupation also has a low automation index, meaning that it is less likely to be automated than other jobs in the industry. Machinists are also in very high demand locally. The report indicates only a high school diploma is required, but local industry is demanding more skilled and credentialed experience which according to the data does not meet demand.

Welding is an occupation that is seeing a lot of robotic integration in the Quad Cities. We have experienced a lot of success promoting the development of this workforce pipeline, most notably with high school apprenticeships. This occupation, with an employment concentration of 3.3 shows impressive occupational density for those with a high school diploma. The manufacturing community is demanding more experienced welders with robotic integration training and demand for bachelor level technical training is increasing.



EDUCATION, COUNSELING AND THERAPY

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Elementary School Teachers, Except Special Education	\$20.49	\$28.71	\$59,708	2,073	143	Bachelor's degree	None
Secondary School Teachers, Except Special and Career/Technical Education	\$21.21	\$29.88	\$62,151	1,476	95	Bachelor's degree	None
Middle School Teachers, Except Special and Career/Technical Education	\$18.88	\$28.88	\$60,075	936	65	Bachelor's degree	None
Instructional Coordinators	\$19.80	\$33.77	\$70,240	312	28	Master's degree	None
Physical Therapist Assistants	\$21.13	\$27.45	\$57,088	172	27	Associate's degree	None

A number of occupations in this industry category made the top 100, but the ones with the largest number of job openings were mostly K-12 teachers with a steady demand. Salaries tend to start lower with good potential for growth. Physical therapist assistants are also in high demand due to a high turnover within that occupation.

Local community colleges which offer dual credit pathways for many occupations are experiencing challenges recruiting career and technical education (CTE) teachers. If both secondary and post-secondary education systems are so strongly connected in CTE and dual credit career pathway training, the deficit of credential completions for this occupation as compared to average openings has a compounded impact on institutions at both levels.



ENGINEERING AND RELATED OCCUPATIONS

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Electricians	\$19.67	\$33.18	\$69,018	1,432	163	High school diploma or equivalent	Apprenticeship
Industrial Engineers	\$32.46	\$47.02	\$97,796	1,408	103	Bachelor's degree	None
Mechanical Engineers	\$31.59	\$48.56	\$101,014	920	68	Bachelor's degree	None
Civil Engineers	\$28.96	\$42.47	\$88,344	472	30	Bachelor's degree	None
Industrial Engineering Technologists and Technicians	\$22.41	\$30.96	\$64,396	195	21	Associate's degree	None

While this category largely consists of engineers, technologists and technicians requiring some level of post-secondary education, electricians are also included here and have the highest number of average annual job openings meeting the high-priority jobs criteria in this category. Industrial, mechanical and civil engineers are also in high demand, and local degree completion is not enough to keep up with the demand. Industrial engineering technologists and technicians round out the top five with good entry level wages, good upward mobility and high concentration in the Quad Cities. An associate's degree is typically required, although bachelor's degree programs geared toward this occupation also exist.



INFORMATION TECHNOLOGY AND COMMUNICATIONS

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Software Developers	\$34.45	\$53.97	\$112,255	1,190	95	Bachelor's degree	None
Architectural and Engineering Managers	\$54.01	\$76.13	\$158,347	517	38	Bachelor's degree	None
Computer and Information Systems Managers	\$41.79	\$63.46	\$132,006	423	37	Bachelor's degree	None
Computer Occupations, All Other	\$20.81	\$44.98	\$93,551	380	31	Bachelor's degree	None
Computer Systems Analysts	\$26.95	\$40.11	\$83,420	415	31	Bachelor's degree	None

Jobs in this category have a lower-than-average concentration in the Quad Cities, with the exception of Architectural and Engineering Managers. IT jobs feature good earnings with excellent growth potential. These jobs, though relatively less concentrated in the Quad Cities compared to the national average, are likely to experience more hiring in the next few years.



LEGAL, CLERICAL AND ADMINISTRATIVE

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Business Operations Specialists, All Other	\$19.89	\$37.92	\$78,864	1,725	153	Bachelor's degree	None
Buyers and Purchasing Agents	\$21.87	\$35.44	\$73,718	1,360	123	Bachelor's degree	Moderate-term on-the-job training
Production, Planning, and Expediting Clerks	\$19.65	\$27.98	\$58,205	717	78	High school diploma or equivalent	Moderate-term on-the-job training
Logisticians	\$26.07	\$42.27	\$87,931	748	67	Bachelor's degree	None
Project Management Specialists	\$25.90	\$42.23	\$87,845	818	64	Bachelor's degree	None

The jobs in this industry are in high and growing demand. Most of these have higher employment concentrations. Project management specialists are an exception with an employment concentration of 0.6. However, with 3% growth in jobs expected by 2028, this is also an occupation with excellent prospects. Business operations specialists are the largest occupation in this category. A bachelor's degree is typically required, though opportunities exist for those with an associate's degree. The large number of business degree completions are currently sufficient to satisfy the demand in this area. (See earlier in this report for discussion of buyers and purchasing agents.)



MEDICAL SCIENCE AND HEALTH SERVICES

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Registered Nurses	\$26.23	\$32.99	\$68,629	4,464	243	Bachelor's degree	None
Licensed Practical and Licensed Vocational Nurses	\$20.76	\$25.94	\$53,951	890	74	Postsecondary nondegree award	None
Nurse Practitioners	\$47.62	\$58.80	\$122,314	371	32	Master's degree	None
Dental Hygienists	\$34.59	\$40.07	\$83,338	310	22	Associate's degree	None
Radiologic Technologists and Technicians	\$21.97	\$27.37	\$56,938	297	16	Associate's degree	None

Registered nurses are the most in demand among the high-priority jobs in this category by a large margin. There is over 40% turnover in registered nurses and over 20% who are likely to be within 10 years of retirement. At the present time, local degree completions may be sufficient to satisfy the demand, but replacement of current nurses who are retiring may add to that demand. Nurse practitioners were one of the few occupations in the top five in any category that requires a master's degree. With 32 average annual openings and 15% growth anticipated by 2028, local degree completions will need to grow similarly to keep pace.



SKILLED AND SEMI-SKILLED LABOR AND MACHINE OPERATORS

	Entry-Level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Operating Engineers and Other Construction Equipment Operators	\$20.45	\$29.08	\$60,495	746	66	High school diploma or equivalent	Moderate-term on-the-job training
Chemical Equipment Operators and Tenders	\$19.13	\$27.50	\$57,202	310	31	High school diploma or equivalent	Moderate-term on-the-job training
Sheet Metal Workers	\$20.09	\$31.73	\$66,002	288	27	High school diploma or equivalent	Apprenticeship
Water and Wastewater Treatment Plant and System Operators	\$20.26	\$29.12	\$60,575	230	21	High school diploma or equivalent	Long-term on-the-job training
Cutting and Slicing Machine Setters, Operators, and Tenders	\$20.64	\$22.31	\$46,399	156	18	High school diploma or equivalent	Moderate-term on-the-job training

All the occupations in this category typically require a high school diploma with moderate to long-term on-the-job training or an apprenticeship. These jobs also have employment concentrations greater than one. Even beyond the top 5 in this category, most of these occupations feature starting wages over \$20/hour and median annual earnings over \$50,000 and some over \$60,000.

The Quad Cities has a high demand for skilled labor in the region, many occupations require a minimum of a high school diploma. Many of the skilled and semi-skilled labor occupations serve as “on-ramps” to more highly skilled journeyman or apprenticeable occupations. For example, security and alarm installers need little experience initially, but through on-the-job and incumbent worker training, these occupations can advance into more skilled and highly paid and credentialed careers. The high turnover rate for some of these roles could indicate the advancement of training and opportunity.



OTHER OCCUPATIONS

	Entry-Level Hourly	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	Avg. Annual Openings	Typical Entry Level Education	Typical On-The-Job Training
Police and Sheriff's Patrol Officers	\$23.63	\$34.17	\$71,066	720	55	High school diploma or equivalent	Moderate-term on-the-job
Correctional Officers and Jailers	\$21.55	\$27.38	\$56,959	500	42	High school diploma or equivalent	Moderate-term on-the-job
Postal Service Mail Carriers	\$19.00	\$27.00	\$56,156	470	35	High school diploma or equivalent	Short-term on-the-job training
Security and Fire Alarm Systems Installers	\$19.01	\$27.46	\$57,119	107	13	High school diploma or equivalent	Moderate-term on-the-job training
Biological Scientists, All Other	\$20.93	\$34.79	\$72,360	67	6	Bachelor's degree	None

There were a few occupations outside the seven main categories that were worth noting due to high demand. Law enforcement occupations feature good starting wages with opportunities for advancement. Mail carriers have good earnings growth from entry level to the median with only short-term on-the-job training, but higher levels of automation index scores.



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Description	Entry-level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	2028 Jobs	2024 Hires	Avg. Annual Openings	2024 Turnover Rate	Typical Entry Level Education	Typical On-The-Job Training	Current Year Age 55-64 % of Occupation	Current Year Age 65+ % of Occupation	2024 Employment Concentration	Automation Index	2023 Post-Secondary Completions (90 miles)	2023 Post-Secondary Completions (45 miles)
High School Diploma or Equivalent																
Management Occupations																
Transportation, Storage, and Distribution Managers	\$27.96	\$48.10	\$100,054.65	344	359	119	31	33%	High school diploma or equivalent	None	21%	5%	1.23	88.2	1617	263
Architecture and Engineering Occupations																
Surveying and Mapping Technicians	\$20.26	\$23.56	\$49,008.16	72	73	27	9	32%	High school diploma or equivalent	Moderate-term on-the-job training	17%	Insf. Data	0.9	94.3	36	7
Protective Service Occupations																
Correctional Officers and Jailers	\$21.55	\$27.38	\$56,958.81	500	476	173	42	34%	High school diploma or equivalent	Moderate-term on-the-job training	12%	3%	0.97	90.5	23	0
Police and Sheriff's Patrol Officers	\$23.63	\$34.17	\$71,066.13	720	717	209	55	28%	High school diploma or equivalent	Moderate-term on-the-job training	8%	2%	0.75	94.5	59	11
Office and Administrative Support Occupations																
Postal Service Clerks	\$19.73	\$25.78	\$53,625.12	109	106	38	9	34%	High school diploma or equivalent	Short-term on-the-job training	31%	12%	1.03	104.6	*	*
Postal Service Mail Carriers	\$19.00	\$27.00	\$56,155.53	470	456	151	35	31%	High school diploma or equivalent	Short-term on-the-job training	25%	8%	1.04	112.5	*	*
Production, Planning, and Expediting Clerks	\$19.65	\$27.98	\$58,205.22	717	736	270	78	37%	High school diploma or equivalent	Moderate-term on-the-job training	22%	5%	1.28	94	*	*
Construction and Extraction Occupations																
Brickmasons and Blockmasons	\$21.36	\$33.78	\$70,264.59	108	110	75	10	63%	High school diploma or equivalent	Apprenticeship	14%	Insf. Data	1.34	133.5	*	*
Electricians	\$19.67	\$33.18	\$69,017.78	1,432	1,544	778	163	46%	High school diploma or equivalent	Apprenticeship	13%	3%	1.38	110.3	26	0
Elevator and Escalator Installers and Repairers	\$23.90	\$52.38	\$108,943.84	88	94	45	9	50%	High school diploma or equivalent	Apprenticeship	12%	Insf. Data	2.48	118.5	118	0
Excavating and Loading Machine and Dragline Operators, Surface Mining	\$20.14	\$25.82	\$53,715.88	78	77	53	8	67%	High school diploma or equivalent	Moderate-term on-the-job training	18%	Insf. Data	1.64	116.3	*	*
Insulation Workers, Mechanical	\$19.91	\$26.77	\$55,689.54	70	72	41	6	57%	High school diploma or equivalent	Apprenticeship	Insf. Data	Insf. Data	2.02	133.9	*	*
Operating Engineers and Other Construction Equipment Operators	\$20.45	\$29.08	\$60,495.43	746	750	551	66	69%	High school diploma or equivalent	Moderate-term on-the-job training	20%	7%	1.14	120.3	*	*
Plumbers, Pipefitters, and Steamfitters	\$19.44	\$32.87	\$68,368.21	930	938	548	84	51%	High school diploma or equivalent	Apprenticeship	12%	3%	1.47	116.3	11	0
Sheet Metal Workers	\$20.09	\$31.73	\$66,002.20	288	290	152	27	47%	High school diploma or equivalent	Apprenticeship	14%	Insf. Data	1.72	117.7	*	*
Structural Iron and Steel Workers	\$24.88	\$37.42	\$77,829.29	184	187	147	17	73%	High school diploma or equivalent	Apprenticeship	14%	Insf. Data	1.98	132.2	*	*
Installation, Maintenance, and Repair Occupations																
Control and Valve Installers and Repairers, Except Mechanical Door	\$23.25	\$33.88	\$70,477.09	106	107	37	8	36%	High school diploma or equivalent	Moderate-term on-the-job training	20%	Insf. Data	1.5	109.4	118	0
Electrical Power-Line Installers and Repairers	\$32.06	\$46.27	\$96,245.23	225	223	113	18	45%	High school diploma or equivalent	Long-term on-the-job training	13%	Insf. Data	1.27	114	*	*
Industrial Machinery Mechanics	\$23.64	\$31.41	\$65,342.23	1,060	1,154	511	103	27%	High school diploma or equivalent	Long-term on-the-job training	25%	5%	1.75	109.8	118	0
Maintenance Workers, Machinery	\$22.77	\$29.27	\$60,877.22	122	140	53	16	26%	High school diploma or equivalent	Long-term on-the-job training	21%	Insf. Data	1.45	111.5	118	0
Millwrights	\$20.35	\$26.16	\$54,406.06	166	170	68	15	40%	High school diploma or equivalent	Apprenticeship	23%	Insf. Data	2.96	120.3	118	0
Mobile Heavy Equipment Mechanics, Except Engines	\$19.15	\$29.00	\$60,325.06	383	413	187	40	44%	High school diploma or equivalent	Long-term on-the-job training	21%	6%	1.46	109.6	33	0
Security and Fire Alarm Systems Installers	\$19.01	\$27.46	\$57,118.65	107	114	86	13	74%	High school diploma or equivalent	Moderate-term on-the-job training	11%	Insf. Data	0.88	113.2	26	0
Telecommunications Line Installers and Repairers	\$20.47	\$31.06	\$64,603.58	112	116	56	11	46%	High school diploma or equivalent	Long-term on-the-job training	13%	Insf. Data	0.79	116.9	*	*
Production Occupations																
Chemical Equipment Operators and Tenders	\$19.13	\$27.50	\$57,202.15	310	310	83	31	27%	High school diploma or equivalent	Moderate-term on-the-job training	17%	Insf. Data	1.82	110.4	*	*
Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	\$19.71	\$23.69	\$49,273.77	100	101	19	11	18%	High school diploma or equivalent	Moderate-term on-the-job training	19%	Insf. Data	2.67	116	*	*
Cutting and Slicing Machine Setters, Operators, and Tenders	\$20.64	\$22.31	\$46,398.52	156	158	64	18	46%	High school diploma or equivalent	Moderate-term on-the-job training	20%	Insf. Data	2.09	116.6	*	*
Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	\$20.15	\$28.54	\$59,353.93	104	108	39	12	42%	High school diploma or equivalent	Moderate-term on-the-job training	17%	Insf. Data	1.27	117.3	*	*
Gas Plant Operators	\$33.31	\$42.70	\$88,818.32	84	82	28	8	30%	High school diploma or equivalent	Long-term on-the-job training	20%	Insf. Data	3.42	101.1	*	*
Machinists	\$19.18	\$26.95	\$56,059.98	794	830	201	88	27%	High school diploma or equivalent	Long-term on-the-job training	23%	7%	1.95	115.2	47	1

Description	Entry-level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	2028 Jobs	2024 Hires	Avg. Annual Openings	2024 Turnover Rate	Typical Entry Level Education	Typical On-The-Job Training	Current Year Age 55-64 % of Occupation	Current Year Age 65+ % of Occupation	2024 Employment Concentration	Automation Index	2023 Post-Secondary Completions (90 miles)	2023 Post-Secondary Completions (45 miles)
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	\$18.93	\$24.28	\$50,511.45	247	241	74	25	30%	High school diploma or equivalent	Moderate-term on-the-job training	22%	Insf. Data	6.6	111.7	19	1
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	\$19.69	\$23.34	\$48,553.06	137	147	67	16	45%	High school diploma or equivalent	Moderate-term on-the-job training	15%	Insf. Data	1.77	115.3	*	*
Water and Wastewater Treatment Plant and System Operators	\$20.26	\$29.12	\$60,574.53	230	224	61	21	26%	High school diploma or equivalent	Long-term on-the-job training	21%	6%	1.32	104.1	4	0
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	\$19.32	\$22.86	\$47,551.27	165	164	78	17	43%	High school diploma or equivalent	Moderate-term on-the-job training	15%	Insf. Data	3.3	119	884	247
Transportation and Material Moving Occupations																
Crane and Tower Operators	\$21.18	\$27.33	\$56,843.52	124	125	98	12	76%	High school diploma or equivalent	Moderate-term on-the-job training	23%	Insf. Data	1.96	121.5	*	*
Postsecondary nondegree award																
Healthcare Practitioners and Technical Occupations																
Licensed Practical and Licensed Vocational Nurses	\$20.76	\$25.94	\$53,950.74	890	900	651	74	71%	Postsecondary nondegree award	None	20%	6%	0.96	84.8	330	50
Paramedics	\$18.82	\$23.69	\$49,272.99	150	145	69	7	46%	Postsecondary nondegree award	None	8%	Insf. Data	1.04	83.7	182	36
Installation, Maintenance, and Repair Occupations																
Electrical and Electronics Repairers, Commercial and Industrial Equipment	\$24.87	\$33.23	\$69,117.55	100	99	59	8	38%	Postsecondary nondegree award	Long-term on-the-job training	19%	Insf. Data	1.19	97.3	28	12
Production Occupations																
Computer Numerically Controlled Tool Programmers	\$22.32	\$27.85	\$57,938.08	95	106	36	12	38%	Postsecondary nondegree award	Moderate-term on-the-job training	18%	Insf. Data	2.28	101.7	43	30
Associate's Degree																
Computer and Mathematical Occupations																
Computer Network Support Specialists	\$21.24	\$31.95	\$66,451.22	235	229	94	16	41%	Associate's degree	None	14%	Insf. Data	1.07	86.9	1012	123
Architecture and Engineering Occupations																
Architectural and Civil Drafters	\$21.83	\$29.52	\$61,402.06	125	129	51	13	37%	Associate's degree	None	17%	Insf. Data	0.8	88.9	120	0
Civil Engineering Technologists and Technicians	\$18.90	\$30.89	\$64,248.82	86	89	26	9	26%	Associate's degree	None	20%	Insf. Data	0.93	92.4	37	37
Electrical and Electronic Engineering Technologists and Technicians	\$18.82	\$32.01	\$66,577.88	179	190	46	20	24%	Associate's degree	None	24%	7%	1.29	98.6	73	50
Engineering Technologists and Technicians, Except Drafters, All Other	\$19.64	\$33.60	\$69,899.57	190	195	64	19	34%	Associate's degree	None	22%	Insf. Data	1.06	92.1	15	2
Industrial Engineering Technologists and Technicians	\$22.41	\$30.96	\$64,396.29	195	205	55	21	28%	Associate's degree	None	22%	6%	1.87	94	135	20
Mechanical Drafters	\$22.50	\$33.15	\$68,942.84	91	91	30	8	35%	Associate's degree	None	19%	Insf. Data	1.46	84.6	123	7
Legal Occupations																
Legal Support Workers, All Other	\$21.17	\$25.28	\$52,575.41	55	56	21	6	43%	Associate's degree	None	20%	Insf. Data	0.82	89.1	31	0
Healthcare Practitioners and Technical Occupations																
Dental Hygienists	\$34.59	\$40.07	\$83,337.50	310	313	97	22	29%	Associate's degree	None	15%	3%	1.02	96.8	61	27
Radiologic Technologists and Technicians	\$21.97	\$27.37	\$56,938.43	297	293	86	16	29%	Associate's degree	None	18%	5%	0.92	94.1	110	22
Respiratory Therapists	\$25.15	\$31.95	\$66,448.73	143	141	62	7	45%	Associate's degree	None	21%	Insf. Data	0.75	93.2	37	0
Healthcare Support Occupations																
Occupational Therapy Assistants	\$20.33	\$27.31	\$56,815.07	59	63	54	10	88%	Associate's degree	None	Insf. Data	Insf. Data	0.84	87.3	36	7
Physical Therapist Assistants	\$21.13	\$27.45	\$57,087.66	172	184	168	27	90%	Associate's degree	None	11%	Insf. Data	1.11	88.1	49	19
Bachelor's degree																
Management Occupations																
Architectural and Engineering Managers	\$54.01	\$76.13	\$158,347.43	517	537	101	38	19%	Bachelor's degree	None	23%	5%	1.74	80.7	1513	46
Computer and Information Systems Managers	\$41.79	\$63.46	\$132,005.63	423	457	141	37	31%	Bachelor's degree	None	19%	3%	0.5	79.9	1336	193
Business and Financial Operations Occupations																
Business Operations Specialists, All Other	\$19.89	\$37.92	\$78,863.55	1,725	1,657	805	153	46%	Bachelor's degree	None	20%	7%	1.07	86.8	1588	277
Buyers and Purchasing Agents	\$21.87	\$35.44	\$73,717.52	1,360	1,332	538	123	39%	Bachelor's degree	Moderate-term on-the-job training	23%	8%	2.01	93.4		
Compliance Officers	\$21.45	\$34.48	\$71,712.22	300	313	113	27	36%	Bachelor's degree	Moderate-term on-the-job training	22%	7%	0.54	86.1	326	34
Financial and Investment Analysts	\$26.60	\$44.20	\$91,943.92	217	220	79	17	34%	Bachelor's degree	None	14%	Insf. Data	0.46	89	614	45
Financial Specialists, All Other	\$20.56	\$34.46	\$71,678.88	230	238	81	18	34%	Bachelor's degree	None	20%	5%	1.27	89	637	45
Logisticians	\$26.07	\$42.27	\$87,930.99	748	761	271	67	35%	Bachelor's degree	None	18%	5%	2.27	82.1	1585	263
Personal Financial Advisors	\$20.35	\$41.20	\$85,703.65	162	170	40	13	25%	Bachelor's degree	Long-term on-the-job training	22%	13%	0.41	89.4	563	44
Project Management Specialists	\$25.90	\$42.23	\$87,844.67	818	845	431	64	49%	Bachelor's degree	None	19%	5%	0.6	86.8	1583	262

Description	Entry-level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	2028 Jobs	2024 Hires	Avg. Annual Openings	2024 Turnover Rate	Typical Entry Level Education	Typical On-The-Job Training	Current Year Age 55-64 % of Occupation	Current Year Age 65+ % of Occupation	2024 Employment Concentration	Automation Index	2023 Post-Secondary Completions (90 miles)	2023 Post-Secondary Completions (45 miles)
Computer and Mathematical Occupations																
Computer Network Architects	\$36.69	\$55.08	\$114,563.70	271	267	121	14	45%	Bachelor's degree	None	14%	Insf. Data	1.11	87.1	685	104
Computer Occupations, All Other	\$20.81	\$44.98	\$93,550.50	380	406	183	31	48%	Bachelor's degree	None	16%	4%	0.6	85.5	1014	109
Computer Systems Analysts	\$26.95	\$40.11	\$83,420.49	415	438	185	31	42%	Bachelor's degree	None	17%	4%	0.59	81.7	446	74
Information Security Analysts	\$36.19	\$56.15	\$116,788.01	118	119	63	9	52%	Bachelor's degree	None	16%	Insf. Data	0.46	86.4	1004	194
Network and Computer Systems Administrators	\$26.19	\$39.54	\$82,234.28	349	358	138	22	39%	Bachelor's degree	None	15%	3%	0.78	87.2	443	44
Software Developers	\$34.45	\$53.97	\$112,254.79	1190	1,304	613	95	49%	Bachelor's degree	None	12%	3%	0.5	80.2	1149	148
Software Quality Assurance Analysts and Testers	\$23.07	\$42.56	\$88,519.20	186	204	116	17	59%	Bachelor's degree	None	14%	Insf. Data	0.65	80.2	1399	150
Architecture and Engineering Occupations																
Civil Engineers	\$28.96	\$42.47	\$88,344.47	472	480	195	30	40%	Bachelor's degree	None	16%	7%	0.99	81.7	233	3
Electrical Engineers	\$30.92	\$47.87	\$99,560.91	306	310	74	18	24%	Bachelor's degree	None	20%	5%	1.16	84.8	103	0
Industrial Engineers	\$32.46	\$47.02	\$97,796.34	1,408	1,498	416	103	31%	Bachelor's degree	None	20%	5%	2.95	92	138	5
Mechanical Engineers	\$31.59	\$48.56	\$101,014.23	920	987	259	68	26%	Bachelor's degree	None	18%	5%	2.27	83.4	379	30
Nuclear Engineers	\$42.14	\$61.44	\$127,793.36	87	91	15	6	14%	Bachelor's degree	None	15%	Insf. Data	4.33	75.7	0	0
Life, Physical, and Social Science Occupations																
Biological Scientists, All Other	\$20.93	\$34.79	\$72,360.33	67	71	34	6	51%	Bachelor's degree	None	Insf. Data	Insf. Data	0.73	82.2	595	138
Chemists	\$28.07	\$40.58	\$84,410.83	105	109	38	8	35%	Bachelor's degree	None	19%	Insf. Data	0.87	87.3	166	24
Conservation Scientists	\$21.87	\$31.89	\$66,331.03	66	69	29	6	44%	Bachelor's degree	None	16%	Insf. Data	1.73	78.5	110	0
Environmental Scientists and Specialists, Including Health	\$25.32	\$38.08	\$79,211.17	80	83	34	7	39%	Bachelor's degree	None	19%	Insf. Data	0.66	74.6	197	31
Occupational Health and Safety Specialists	\$23.68	\$38.87	\$80,849.42	161	171	91	20	53%	Bachelor's degree	None	23%	Insf. Data	0.93	92.5	15	0
Community and Social Services Occupations																
Probation Officers and Correctional Treatment Specialists	\$22.42	\$32.96	\$68,556.09	133	132	55	10	41%	Bachelor's degree	Short-term on-the-job training	14%	Insf. Data	1.04	78.2	331	55
Education, Training, and Library Occupations																
Career/Technical Education Teachers, Secondary School	\$20.47	\$28.50	\$59,283.28	113	116	33	8	28%	Bachelor's degree	None	15%	Insf. Data	0.88	83.6	24	0
Elementary School Teachers, Except Special Education	\$20.49	\$28.71	\$59,707.70	2,073	2,074	616	143	29%	Bachelor's degree	None	16%	5%	1.06	82.3	575	123
Kindergarten Teachers, Except Special Education	\$19.46	\$27.25	\$56,687.59	212	214	103	23	47%	Bachelor's degree	None	12%	Insf. Data	1.29	82.5	104	8
Middle School Teachers, Except Special and Career/Technical Education	\$18.88	\$28.88	\$60,075.11	936	938	281	65	29%	Bachelor's degree	None	16%	5%	1.08	84.5	223	46
Secondary School Teachers, Except Special and Career/Technical Education	\$21.21	\$29.88	\$62,150.71	1,476	1,486	411	95	27%	Bachelor's degree	None	16%	6%	1.02	84.9	2409	518
Special Education Teachers, Kindergarten and Elementary School	\$21.00	\$29.69	\$61,755.46	280	281	81	20	28%	Bachelor's degree	None	16%	4%	0.95	83.7		
Special Education Teachers, Middle School	\$19.00	\$28.48	\$59,236.38	110	111	33	8	29%	Bachelor's degree	None	16%	Insf. Data	0.89	84.2	34	0
Special Education Teachers, Secondary School	\$22.65	\$30.86	\$64,194.65	234	234	68	16	28%	Bachelor's degree	None	16%	Insf. Data	1.06	81.8	34	0
Arts, Design, Entertainment, Sports, and Media Occupations																
Commercial and Industrial Designers	\$24.10	\$33.46	\$69,605.42	85	84	30	7	36%	Bachelor's degree	None	18%	Insf. Data	2	81.3	32	5
Healthcare Practitioners and Technical Occupations																
Registered Nurses	\$26.23	\$32.99	\$68,629.11	4,464	4,359	1,907	243	43%	Bachelor's degree	None	22%	6%	0.96	85.3	1759	334
Master's degree																
Community and Social Services Occupations																
Healthcare Social Workers	\$21.85	\$29.01	\$60,344.30	186	191	96	18	50%	Master's degree	Internship/residency	19%	7%	0.68	83.5	381	55
Education, Training, and Library Occupations																
Instructional Coordinators	\$19.80	\$33.77	\$70,239.99	312	313	148	28	46%	Master's degree	None	18%	9%	1.06	88.5	15	0
Healthcare Practitioners and Technical Occupations																
Nurse Practitioners	\$47.62	\$58.80	\$122,313.63	371	427	168	32	40%	Master's degree		18%	5%	0.88	83.2	303	7
Occupational Therapists	\$31.33	\$43.38	\$90,240.80	189	195	91	12	46%	Master's degree		13%	Insf. Data	0.89	87.3	26	26
Physician Assistants	\$47.57	\$60.48	\$125,797.47	156	172	59	12	33%	Master's degree		10%	Insf. Data	0.72	87.8	93	29
Speech-Language Pathologists	\$26.33	\$37.66	\$78,335.95	234	248	101	16	41%	Master's degree	Internship/residency	14%	Insf. Data	0.93	87.5	198	67
Doctoral or professional degree																
Legal Occupations																
Lawyers	\$29.06	\$61.44	\$127,799.96	471	466	134	21	29%	Doctoral or professional degree	None	21%	16%	0.44	81.1	174	0

Description	Entry-level Hourly Earnings	Median Hourly Earnings	Median Annual Earnings	2024 Jobs	2028 Jobs	2024 Hires	Avg. Annual Openings	2024 Turnover Rate	Typical Entry Level Education	Typical On-The-Job Training	Current Year Age 55-64 % of Occupation	Current Year Age 65+ % of Occupation	2024 Employment Concentration	Automation Index	2023 Post-Secondary Completions (90 miles)	2023 Post-Secondary Completions (45 miles)
Healthcare Practitioners and Technical Occupations																
Pharmacists	\$51.68	\$64.20	\$133,543.11	351	339	136	14	38%	Doctoral or professional degree	None	19%	10%	0.74	89.1	119	0
Physical Therapists	\$38.47	\$48.73	\$101,352.32	315	323	139	15	42%	Doctoral or professional degree	None	13%	4%	0.88	85.5	138	41
Physicians, All Other	\$29.17	\$83.14	\$172,926.64	448	425	137	13	30%	Doctoral or professional degree	Internship/residency	21%	14%	0.98	88.9	151	0

* No post-secondary completions within 90 miles in programs leading to these occupations. Some jobs requiring only a high school diploma may not have a post-secondary program designed to prepare people for that job.



Industrial Machinery Mechanics in 5 Iowa Counties

Contents

What is Lightcast Data?	1
Report Parameters	2
Executive Summary	3
Jobs	4
Compensation	7
Job Posting Activity	8
Demographics	11
Occupational Programs	14
Appendix A	15

What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumé, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



Report Parameters

1 Occupation

49-9041 Industrial Machinery Mechanics

5 Counties

19045 Clinton County, IA

19097 Jackson County, IA

19115 Louisa County, IA

19139 Muscatine County, IA

19163 Scott County, IA

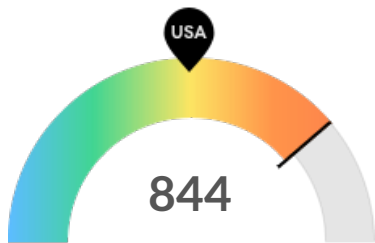
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

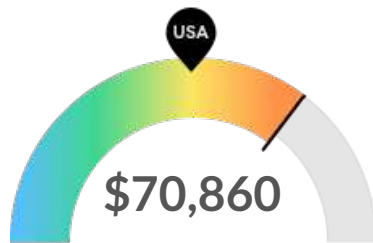
Executive Summary

Average Job Posting Demand Over a Deep Supply of Regional Jobs



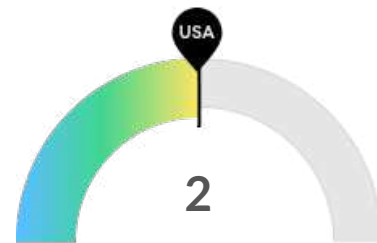
Jobs (2024)

Your area is a hotspot for this kind of job. The national average for an area this size is 392* employees, while there are 844 here.



Compensation

Earnings are high in your area. The national median salary for Industrial Machinery Mechanics is \$63,581, compared to \$70,860 here.



Job Posting Demand

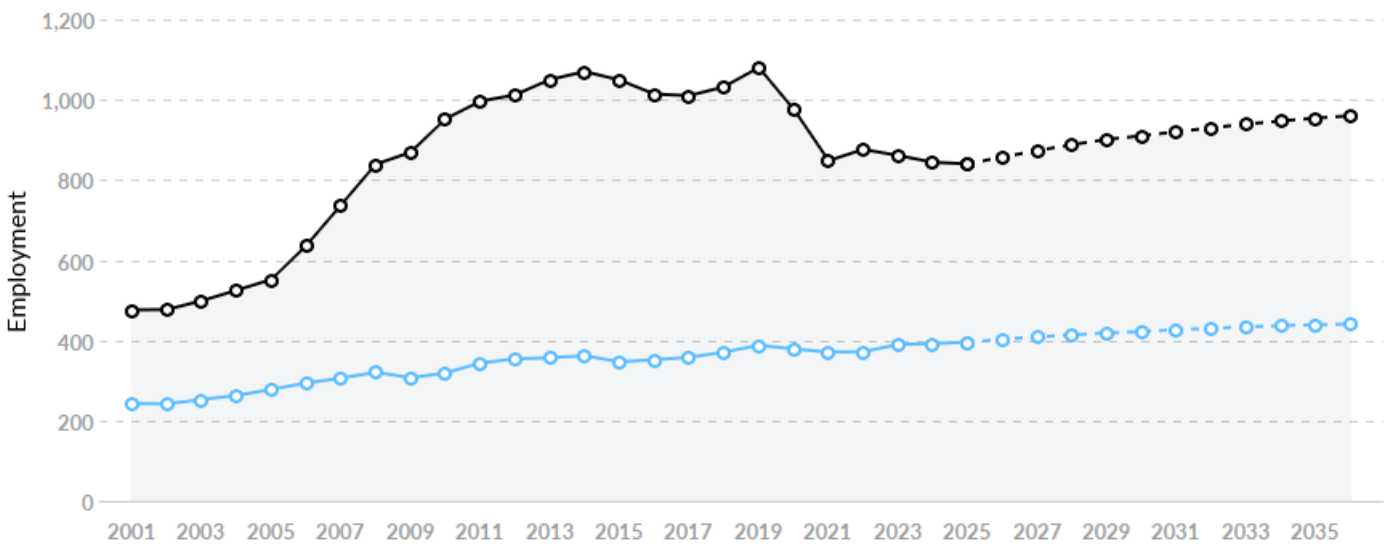
Job posting activity is about average in your area. The national average for an area this size is 2* job postings/mo, while there are 2 here.

*National average values are derived by taking the national value for Industrial Machinery Mechanics and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

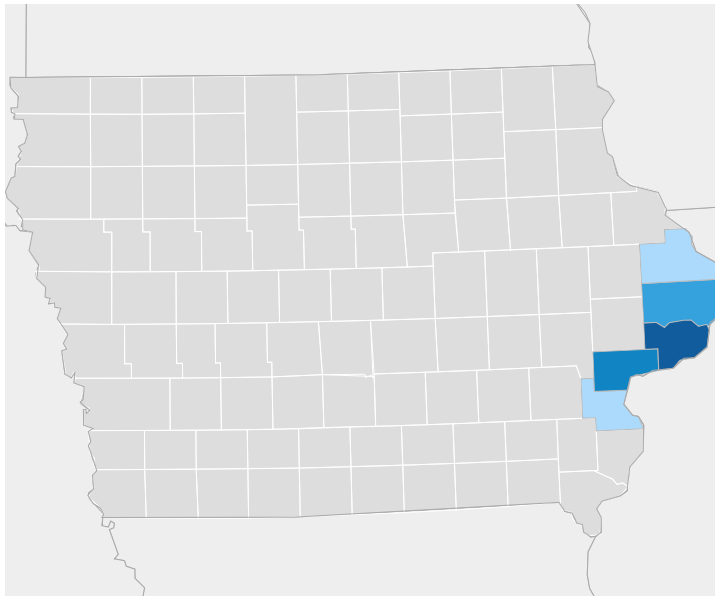
An average area of this size typically has 392* jobs, while there are 844 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2024 Jobs	2026 Jobs	Change	% Change
● 5 Iowa Counties	844	857	14	1.6%
● National Average	392	403	11	2.7%

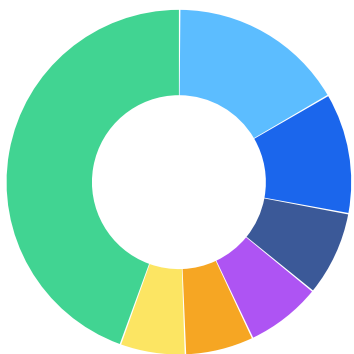
*National average values are derived by taking the national value for Industrial Machinery Mechanics and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2024 Jobs
Scott County, IA	471
Muscatine County, IA	184
Clinton County, IA	129
Louisa County, IA	36
Jackson County, IA	24

Most Jobs are Found in the Alumina and Aluminum Production and Processing Industry Sector

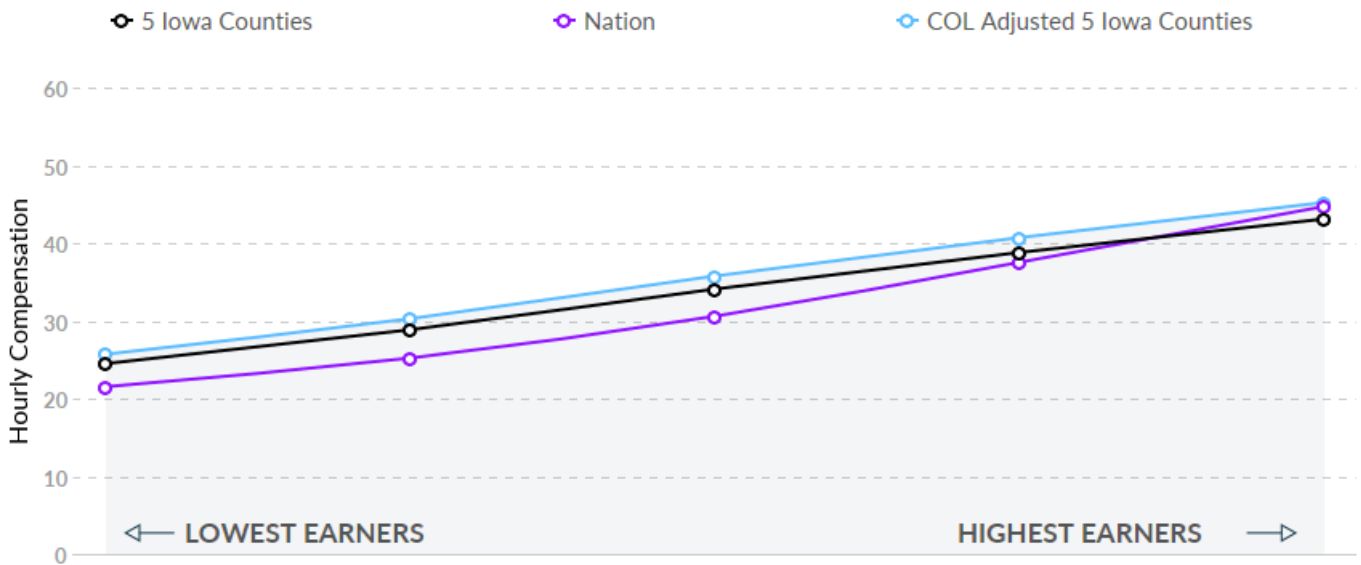


Industry	% of Occupation in Industry (2024)
Alumina and Aluminum Production and Processing	16.5%
Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	11.3%
Iron and Steel Mills and Ferroalloy Manufacturing	7.9%
Machinery, Equipment, and Supplies Merchant Wholesalers	7.1%
Agriculture, Construction, and Mining Machinery Manufacturing	6.4%
Plastics Product Manufacturing	6.1%
Other	44.6%

Compensation

Regional Compensation Is 11% Higher Than National Compensation

For Industrial Machinery Mechanics, the 2024 median wage in your area is \$34.07/hr, while the national median wage is \$30.57/hr.



Job Posting Activity



69 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Apr 2026.



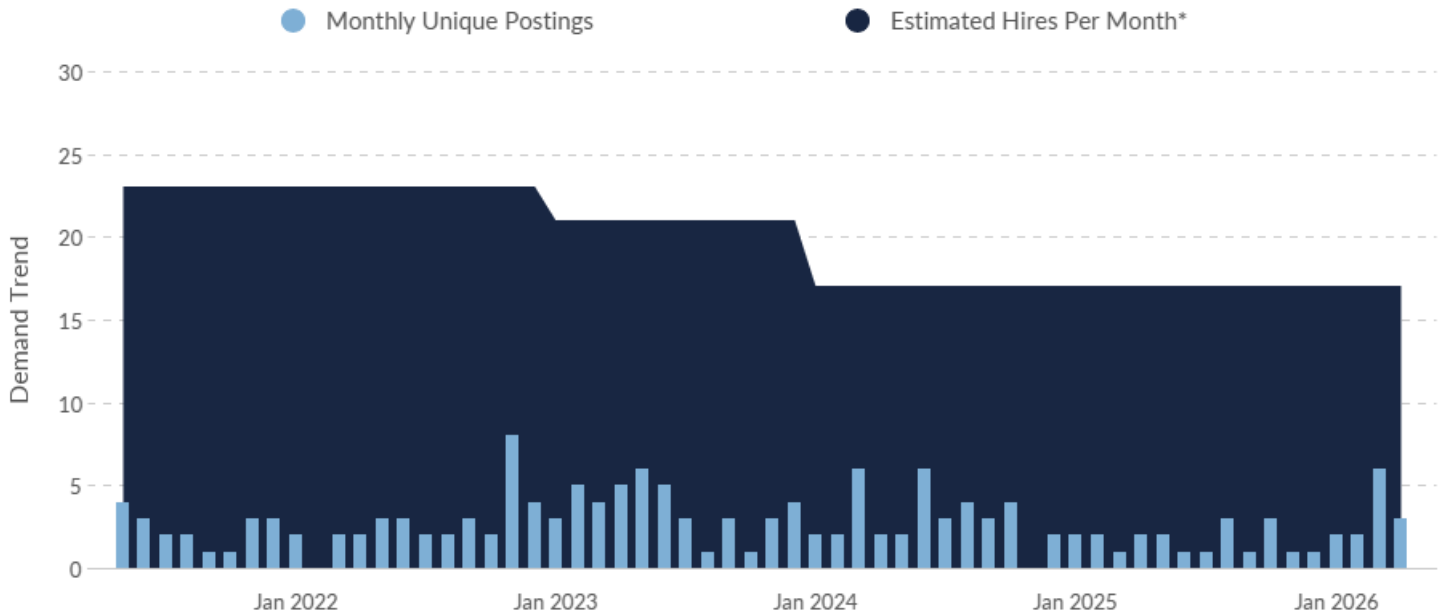
39 Companies Posting

All employers in the region who posted for this job from Jan 2024 to Apr 2026.



24 Day Median Duration

Posting duration is 1 day shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Apr 2026)	Avg Monthly Hires (Jan 2024 - Apr 2026)
Industrial Machinery Mechanics	2	17

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

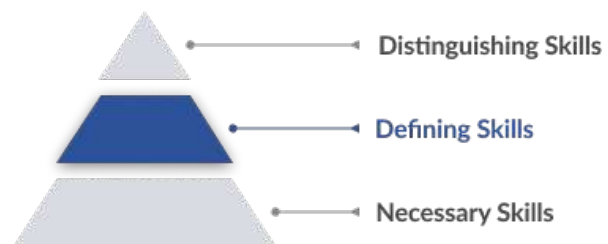
Top Companies	Unique Postings	Top Job Titles	Unique Postings
Aerotek	7	Industrial Mechanics	8
Nestlé	5	Industrial Maintenance Mechani...	7
Arconic	4	Maintenance Operators	5
Ssab	4	Crane Technicians	3
Amentum	3	Assembly Technicians	2
Pct Ebeam And Integration	3	Installation Technicians	2
Summit Materials	3	Journeyman Mechanics	2
CDM Smith	2	Machine Builders	2
Kraft Heinz	2	Maintenance Interns	2
M&C Assemblies	2	Mechanical Apprentices	2

Top Distinguishing Skills by Demand

Not enough data to display Distinguishing Skills for this occupation.

Top Defining Skills by Demand

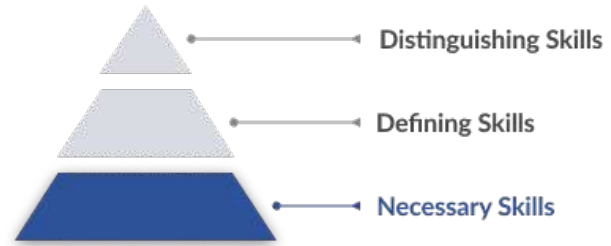
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Power Tool Operation		18	+9.0%	Growing
Machinery		15	+9.0%	Growing
Hand Tools		8	+7.4%	Stable

Top Necessary Skills by Demand

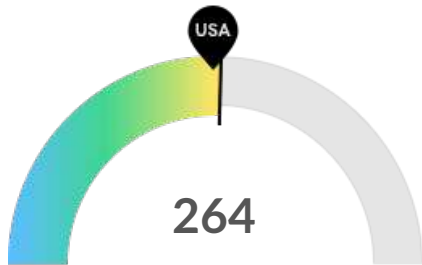
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Industrial Repair And Maintenance	✘	20	+15.1%	Growing
Welding	✘	20	+16.1%	Growing
Blueprinting	✘	15	+18.1%	Rapidly Growing
Hydraulics	✘	13	+11.1%	Growing
Fabrication	✘	12	+14.5%	Growing
Mechanical Systems	✘	12	+14.3%	Growing
Electrical Systems	✘	11	+14.6%	Growing
Preventive Maintenance	✘	10	+11.6%	Growing
Valid Driver's License	✘	8	+7.5%	Stable
Mechanics	✘	8	+12.3%	Growing

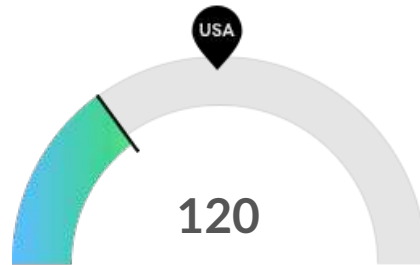
Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



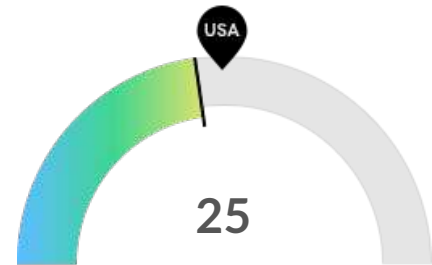
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 257* employees 55 or older, while there are 264 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 234* racially diverse employees, while there are 120 here.

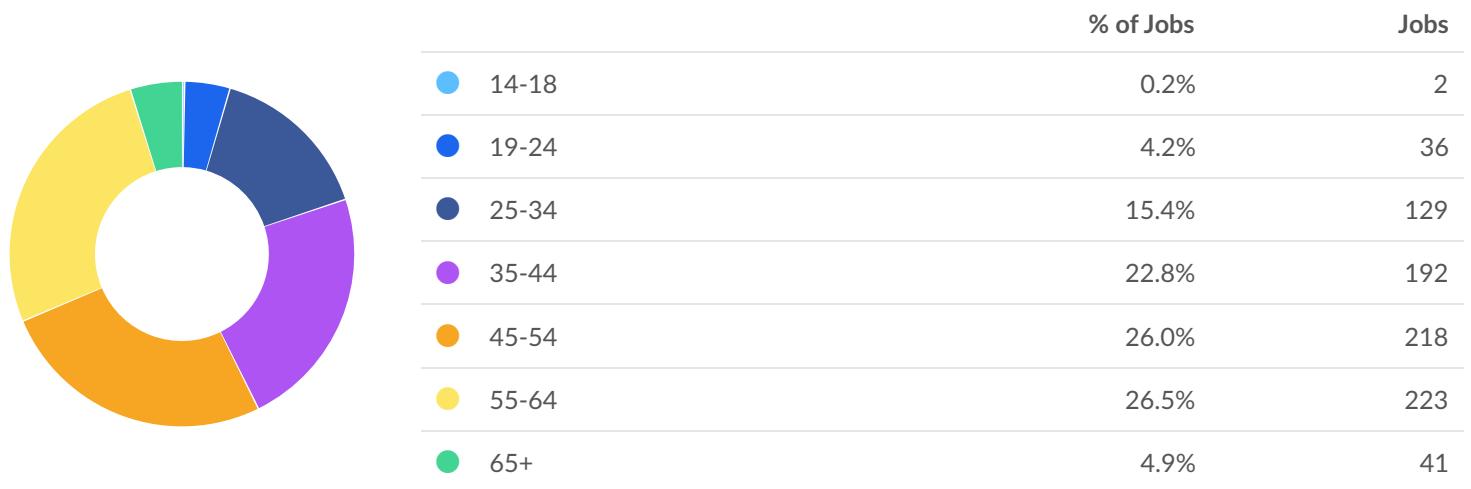


Gender Diversity

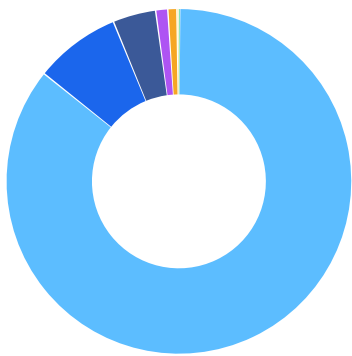
Gender diversity is low in your area. The national average for an area this size is 28* female employees, while there are 25 here.

*National average values are derived by taking the national value for Industrial Machinery Mechanics and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

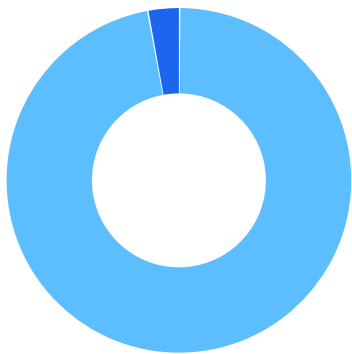


Occupation Race/Ethnicity Breakdown



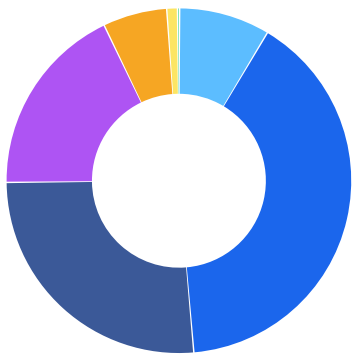
	% of Jobs	Jobs
White	85.7%	719
Hispanic or Latino	8.1%	68
Black or African American	4.0%	34
Two or More Races	1.1%	9
Asian	0.8%	7
American Indian or Alaska Native	0.2%	2
Native Hawaiian or Other Pacific Islander	0.1%	1

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	97.0%	815
Females	3.0%	25

National Educational Attainment



	% of Jobs
● Less than high school diploma	8.5%
● High school diploma or equivalent	40.0%
● Some college, no degree	26.2%
● Associate's degree	18.0%
● Bachelor's degree	6.0%
● Master's degree	1.0%
● Doctoral or professional degree	0.2%

Occupational Programs



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.



0 Completions (2024)

The completions from all regional institutions for all degree types.



74 Openings (2024)

The average number of openings for an occupation in the region is 25.

Not enough data to show the Top Programs section.

Not enough data to show the Top Schools section.

Appendix A

Industrial Machinery Mechanics (SOC 49-9041):

Repair, install, adjust, or maintain industrial production and processing machinery or refinery and pipeline distribution systems. May also install, dismantle, or move machinery and heavy equipment according to plans. Excludes Mobile Heavy Equipment Mechanics, Except Engines (49-3042), and Maintenance Workers, Machinery (49-9043).

Sample of Reported Job Titles:

Industrial Mechanic
Maintenance Mechanic
Sewing Machine Mechanic
Overhauler
Machine Mechanic
Machine Adjuster
Loom Fixer
Industrial Maintenance Mechanic
Mechanic
Machine Repairman

Related O*NET Occupation:

Industrial Machinery Mechanics (49-9041.00)

Appendix B - Data Sources and Calculations

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Attachment 6b

Workforce Pell Programs: Do Not Meet All Requirements

Q1. Institution Name:

Northwest Iowa Community College

Q43. Enter the information below for the person completing this form.

Full Name

Sawyer Wieseler

Job Title

Coordinator of Economic Development & Workforce Training

Email

swieseler@nwicc.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Dr. John Hartog

Email

jhartog@nwicc.edu

Q5. Workforce program name:

Application Programmer Training

Q6. Local Program Code (Course Catalog Code):

8048N-INDMAINT

Q7. Classification of Instructional Program (CIP) Code:

47.0303

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

01/13/2025 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[AP section report.pdf](#)

136.6KB

application/pdf

Q11. Workforce Program Description:

Applications Programmer covers engineering drawings, electrical basics, electric relay controls, electric motor controls, programmable logic controllers, hydraulics/pneumatics, and variable frequency drives.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

-Locally Recognized Credential

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.

Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

168 clock hours

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

15 weeks

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Applications Programmer consists of - Engineering Drawings/Piping and Instrumentation Design AC/DC Electrical Basics Electric Relay Controls Electric Motor Controls Programmable Logic Controllers Hydraulics/Pneumatics Variable Frequency Drives The program is in-person, combination of class lecture and hands-on instruction. Schedule is expected to be roughly 13-14 hours per week for approximately 14 weeks.

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

An Iowa Workforce Pell program is considered “stackable” when it 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.

The Applications Programmer contains partial electrical and mechanical sections, that combined with additional courses, results in the larger Industrial Maintenance certificate program that enhances the certification from only Locally Recognized Credential to also an Industry Recognized Credential.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[AP - Industrial Maintenance crossover.pdf](#)

161.8KB

application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

A workforce program is considered “portable” when 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.

The Applications Programmer content has been reviewed by area industry and considered preparatory for entry-level employment or upskilling current employees.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[WP Support Letters.pdf](#)

1MB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

This training contains sections of learning outcomes that, in combination with additional advanced courses and/or trainings, could theoretically lead to a Local Recognized Credential (LRC) in Industrial Maintenance, to an Industry Recognized Credential (IRC) in Industrial Maintenance, and/or the enhancement of other for-credit certificates meeting industry demands for manufacturers, welders, instrumentation controllers, and/or electricians.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

49-9071 Maintenance and Repair Workers, General

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[Premium Iowa Pork support.pdf](#)

42.3KB

application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[Completer screenshot.pdf](#)

85.3KB

application/pdf

Q41. Provide any data you may have on the job placement rate:

[Completer screenshot.pdf](#)

85.3KB

application/pdf

Q34. Provide any information you have about the median earnings of program completers.

This program began in early 2025 and has yet to be included in the official report of earnings for noncredit workforce training participants.

Q35. Provide the program's tuition and fees.

This cost of this program will be approximately \$6000 per person.

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[ECAR Eligibility and Certification Approval Report_2023-08-10.pdf](#)

298.5KB

application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

- Yes
- No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Sawyer Wieseler

×

clear

Q40. Today's Date

Select a date

05/15/2026 12:00 AM



Location Data

Location: [\(43.1811, -95.8561\)](#)

Source: GeolIP Estimation



Q1. Institution Name:

Eastern Iowa Community Colleges

Q43. Enter the information below for the person completing this form.

Full Name

Ashlee Spannagel

Job Title

Vice Chancellor of Workforce Development

Email

aespannagel@eicc.edu

Q4. Please enter the alternate contact person's information below.

Optional

Full Name

Karri Frank

Email

kjfrank@eicc.edu

Q5. Workforce program name:

Manufacturing Maintenance Technician

Q6. Local Program Code (Course Catalog Code):

ELMMT

Q7. Classification of Instructional Program (CIP) Code:

4703030000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

08/27/2024 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[MMT Enrollment.xlsx](#)

12KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q11. Workforce Program Description:

The Manufacturing Maintenance Technician program is designed to prepare students for careers in maintaining and repairing industrial equipment and machinery. The curriculum combines theoretical knowledge with hands-on training to ensure students are ready for the workforce upon graduation.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

Demonstrate understanding of workplace safety principles and apply safe practices in industrial and technical environments. Accurately use measurement tools, hand tools, and fasteners to complete mechanical and electrical tasks according to specifications. Interpret basic electrical circuits and wiring diagrams and troubleshoot common electrical system issues. Explain the principles of electricity, hydraulics, and pneumatics and apply fluid power concepts in basic system operations. Identify and describe mechanical system components, including gears, bearings, and hydraulics, and explain their function within larger systems. Read and interpret basic technical prints and schematics used in electrical and mechanical systems.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.

Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

207

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

15

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

The program consists of six courses including: Workplace Safety, Basic Electricity, Measurement Hand Tools & Fasteners, Introduction to Hydraulics/Pneumatics, Introduction to Print Reading, Introduction to Mechanical Systems. The course will be a total of 206 hours across 15 weeks. In-person, hands-on lab skills will be developed through use of an open lab model where students can gain one-on-one assistance from instructors to ensure skill attainment. Online coursework will serve as the lecture component to support student learning and preparation to engage in the lab, hands-on portion of the program. Students will be able to access the lab Monday-Thursday, 4-8 PM, for lab instruction. Students will complete 206 hours of instruction, in total.

Q19. Is any of the program provided by ineligible third parties?

- Yes
- No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

An Iowa Workforce Pell program is considered “stackable” when it 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.

Program receives credit for prior learning for MFG 106 (3 cr) and IND 134 (2 cr) for a total of 5 credits to count toward the EICC Engineering Tech Certificate and Diploma programs, and the Industrial Maintenance AAS. Program receives credit for prior learning for MFG 106 (3 cr) and MFG 192 (3 cr) for a total of 6 credits to count toward the EICC CNC Machine Operator Certificate, CNC Programmer Diploma, and Advanced Manufacturing AAS programs.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[MMT Stackability Evidence.pdf](#)

535.6KB

application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?

A workforce program is considered “portable” when 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.

Program completion results in official EICC continuing education transcript and noncredit credential delivered by an accredited community college. Program type is recognized across states and employers. Industry partners throughout the region have validated the skills taught through the program to ensure alignment with entry-level skills needed in the workforce.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Articulation Agreement w Appendix.pdf](#)

1.5MB
application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Program receives credit for prior learning for MFG 106 (3 cr) and IND 134 (2 cr) for a total of 5 credits to count toward the EICC Engineering Tech Certificate and Diploma programs, and the Industrial Maintenance AAS. Program receives credit for prior learning for MFG 106 (3 cr) and MFG 192 (3 cr) for a total of 6 credits to count toward the EICC CNC Machine Operator Certificate, CNC Programmer Diploma, and Advanced Manufacturing AAS programs.

Q30. Please attach credit articulation agreements (if applicable).

[Articulation Agreement w Appendix.pdf](#)

1.5MB
application/pdf

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

Industrial Machinery Mechanics 49-9041, Maintenance Workers, Machinery 49-9043, Industrial Technology/Technician 15.0612

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for

employment.

[Employer Partnership documentation.pdf](#)

15.3MB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[MMT Completion evidence.docx](#)

216.5KB
application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q41. Provide any data you may have on the job placement rate:

[Placement evidence.pdf](#)

224KB
application/pdf

Q34. Provide any information you have about the median earnings of program completers.

\$70,860

Q35. Provide the program's tuition and fees.

\$5,125

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[T4 Documentation-state WFP application.pdf](#)

227.5KB
application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Ashlee E. Spannagel

×

clear

Q40. Today's Date

Select a date

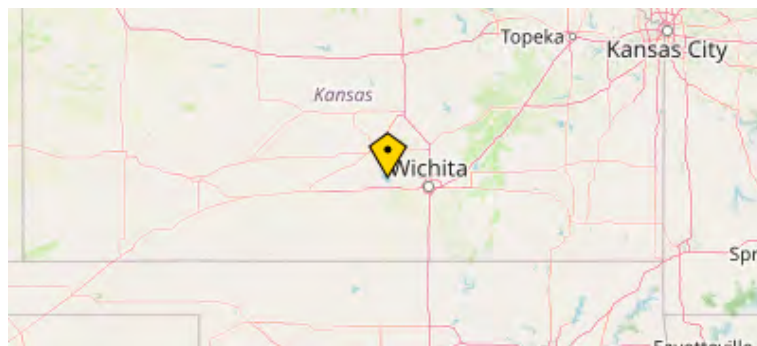
05/14/2026 12:00 AM



Location Data

Location: [\(37.751, -97.822\)](#)

Source: GeoIP Estimation



Q1. Institution Name:

Hawkeye Community College

Q43. Enter the information below for the person completing this form.

Full Name

Megan McGhee

Job Title

Information & Data Specialisstw

Email

megan.mcghee@hawkeyecollege.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Aaron Sauerbrei

Email

aaron.sauerbrei@hawkeyecollege.edu

Q5. Workforce program name:

Pharmacy Technician

Q6. Local Program Code (Course Catalog Code):

3400084

Q7. Classification of Instructional Program (CIP) Code:

5108050000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

09/06/2018 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[WFP Program Enrollments.pdf](#)

64KB

application/pdf

Q11. Workforce Program Description:

This program prepares students to be professional pharmacy technicians dedicated to quality pharmacy procedures. Graduates are equipped to assist the pharmacist filling prescriptions according to doctor's orders. Pharmacy Technicians also participate in ordering products and inventory control as well as billing and receiving payments. The course will be 112 hours in the classroom. You will be expected to put in another four plus hours a week for your online work. The course fee includes your textbook and certification exam approved by the Iowa Board of Pharmacy. High school or equivalent level education required. A valid email is required to take this class.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

An industry-recognized certificate or certification; Institution of Higher Education certificate of completion; A measurable skills gain leading to a credential Knowledge of Legal Requirements and Practice Standards, Knowledge of Patient Safety and Quality Assurance Strategies, Knowledge of Order Entry and Fill Process, Knowledge of Health and Wellness, Knowledge of Inventory Management, Knowledge of Billing and Reimbursement, Knowledge of Administrative & Management, Knowledge of Pharmacology for Tehnicians, Knowledge of Sterile and Non-Sterile Compounding, Knowledge of Medication Safety, Knowledge of Pharmacy Quality Assurance, Knowledge of Medication Math

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

This question was not displayed to the respondent.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

180

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

15

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

One course: 3 nights per week, 4 hours per session, 15 weeks. Meets in-person with live online via zoom supplement.

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
 Certificate of completion of an apprenticeship
 License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
 Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
An Iowa Workforce Pell program is considered “stackable” when it 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.

Students take a national exam through Pharmacy Technician Certification Board that is portable across state lines. Students can accumulate additional credentials to build up their qualifications and help them to move along a career pathway to different and potentially higher-paying jobs.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[PTCB.pdf](#)

1.6MB

application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
A workforce program is considered “portable” when 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.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Articulation Pharmacy_Tech Course Conversion 2019.pdf](#)

9.6MB
application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Articulation to PNN 207 Intro to Pharmacology (LPN Program) & MAP 511 Pharmacology for the Medical Office (Medical Assistant Program)

Q30. Please attach credit articulation agreements (if applicable).

[Articulation Pharmacology for Medical Office MAP511 Competencies Outcomes 2019.pdf](#)

8.1MB
application/pdf

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

29-2052

Q32. Attach evidence showing you have employer partnerships, advisory **Attachment 6b, Page 20 of 82** confirming both local/regional labor market demand and confirmation the program meets the hiring needs for

employment.

[Letter of Support_Hawkeye Community College_PELL.docx](#)

479.9KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[Pharmacy Tech Completion Rate.xlsx](#)

18.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:



[Iowa Student Outcomes Pharmacy Tech Job Placement.png](#)

184KB

image/png

Q34. Provide any information you have about the median earnings of program completers.

\$43,460 from <https://www.onetonline.org/>

Q35. Provide the program's tuition and fees.

\$2,999.00

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.



Megan McGhee

✕

clear

Q40. Today's Date

Select a date

05/15/2026 10:08 AM



Location Data

Location: ([42.5243, -92.4479](#))

Source: GeolIP Estimation



Q1. Institution Name:

Hawkeye Community College

Q43. Enter the information below for the person completing this form.

Full Name

Megan McGhee

Job Title

Information & Data Specialist

Email

megan.mcghee@hawkeyecollege.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Aaron Sauerbrei

Email

aaron.sauerbrei@hawkeyecollege.edu

Q5. Workforce program name:

Class A Commercial Driver's License (CDL) Certificate

Q6. Local Program Code (Course Catalog Code):

5100012

Q7. Classification of Instructional Program (CIP) Code:

4902050000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

03/16/2015 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[WFP Program Enrollments.pdf](#)

64KB

application/pdf

Q11. Workforce Program Description:

The Class A Commercial Driver's License certificate program is a proficiency-based program; therefore, you can progress through the program as you master the content. We are registered in the FMCSA Training Provider Registry (TPR) and are implementing the Entry-Level Driver Training (ELDT) regulations. Your training will include theory training (includes state-of-the-art simulators, Bumper to Bumper online course, and in-person classroom sessions) and hands-on training.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

A license recognized by the State involved or the Federal Government; Institution of Higher Education certificate of completion; A measurable skills gain leading to a credential This program will teach you how to inspect and operate trucks that require a class A cdl, such as semi-tractor and trailers. You will develop skills in backing, turning, and safe driving on both rural and suburban roads, as well as becoming proficient in vehicle inspections. On the range, you will learn efficient ways to back your vehicle. Our road driving provides rural, suburban and interstate driving. Award(s) Granted: Hawkeye Community College Certificate of Completion, Federal Motor Carrier Safety Administration Entry Level-Driver Training Compliant. Core: Class A Commercial Driver's License

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

This question was not displayed to the respondent.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

240

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

8

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

8 weeks, Instructional Method: In-Person Classroom & Lab 8a-12p and/or 1p-5p and/or 5p-9p

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
- No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
An Iowa Workforce Pell program is considered “stackable” when it 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.

A Class A Commercial Driver's License (CDL A) serves as the required postsecondary credential for employment because individuals cannot legally operate most commercial combination vehicles used in the trucking and transportation industry without obtaining this license. Under federal regulations established by the Federal Motor Carrier Safety Administration (FMCSA) via Entry Level Driver Training and adopted by the Iowa Department of Transportation under Iowa Code 761—607.16(321), drivers seeking employment within O*Net Code 53-3032 and CIP Code 4902050000 must hold a Class A commercial license. These individuals must pass required knowledge and skills examinations, meet medical certification requirements, and obtain a CDL A credential before employment can occur within these occupations. CDL A is not supplemental training or an optional certification; it is the sole qualifying postsecondary credential that provides legal authorization and industry-recognized competency for employment. As a result, obtaining a CDL A directly results in workforce entry and employment eligibility in high-demand commercial driving occupations.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[761.607.16.pdf](#)
95.4KB
application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
A workforce program is considered “portable” when 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.

Federal Motor Carrier Safety Administration Entry Level Driver Training Compliant across country

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[ELDT-Overview-Presentation_revApril2023.pdf](#)

2.4MB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

53-3032

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[Letter of Support_Hawkeye Community College_PELL.docx](#)

479.9KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[Class A CDL Completion Rate.xlsx](#)

18.3KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:



[Iowa Student Outcomes CDL A Job Placement.png](#)

203.2KB

image/png

Q34. Provide any information you have about the median earnings of program completers.

\$57,440 according to <https://www.onetonline.org/>

Q35. Provide the program's tuition and fees.

\$4,995.00

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status. **Attachment 6b, Page 29 of 82**

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Megan McGhee

clear

Q40. Today's Date

Select a date

05/15/2026 12:00 AM



Location Data

Location: ([42.5243, -92.4479](#))

Source: GeolIP Estimation



Q1. Institution Name:

Hawkeye Community College

Q43. Enter the information below for the person completing this form.

Full Name

Megan McGhee

Job Title

Information & Data Specialist

Email

megan.mcghee@hawkeyecollege.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Aaron Sauerbrei

Email

aaron.sauerbrei@hawkeyecollege.edu

Q5. Workforce program name:

Electrician Registered Apprenticeship

Q6. Local Program Code (Course Catalog Code):

1199999

Q7. Classification of Instructional Program (CIP) Code:

4603020000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

08/27/2014 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[WFP Program Enrollments.pdf](#)

64KB

application/pdf

Q11. Workforce Program Description:

This four-level program prepares students for a career as a journeyman electrician through a rigorous blend of classroom theory and employer-sponsored field experience. The curriculum covers the National Electrical Code (NEC), electrical theory, blueprint reading, and wiring methods for residential, commercial, and industrial settings. Upon successful completion of all four levels and required on-the-job hours, students earn a U.S. Department of Labor Certificate of Completion, validating their expertise in installing and maintaining complex electrical systems safely and efficiently.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

An industry-recognized certificate or certification; Institution of Higher Education certificate of completion; A measurable skills gain leading to a credential
The Electrical Apprenticeship program at Hawkeye Community College is strategically designed to transition students from foundational theory to advanced professional expertise in electrical systems. Initial coursework establishes a critical understanding of electrical fundamentals, including atomic and electron theory, magnetism, and the core mathematical principles of Ohm's Law and Watt's Law. As apprentices progress, they gain specialized skills in electrical measurement safety, digital multimeter usage, and the fundamental principles of alternating current, motors, and transformers. The program culminates in a rigorous focus on the National Electrical Code (NEC), where students master complex calculations for raceways, conductor sizing, and load requirements for residential and commercial facilities. These comprehensive objectives ensure that graduates are thoroughly prepared to navigate the 2023 NEC and successfully pass the State Journeyman Electrical Exam, meeting all Department of Labor standards for Related Technical Instruction.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

This question was not displayed to the respondent.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

150

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

60

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Four courses; level 1 through 4 of Electrical Apprenticeship. Class meets 1 - 2 nights per week for 15 weeks in-person. One level per academic year.

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
- No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
An Iowa Workforce Pell program is considered “stackable” when it 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.

Eligible to sit for Journey person License exam upon program completion. May advance to Master License and/or Contractor License

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[103.pdf](#)
163.2KB
application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
A workforce program is considered “portable” when 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.

Students are awarded a U.S. Department of Labor Certificate of Completion that is recognized at the national level.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[103.pdf](#)

163.2KB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

47-2111

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[Employer_Acceptance_Agreements_527688-527688-SEIBEN ELEC PARTICIPATION AGREEMENT.pdf](#)

330.3KB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[Electrical Apprenticeship Completion Rate.xlsx](#)

20.2KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:



[Iowa Student Outcomes Electrician Job Placement.png](#)

198.7KB
image/png

Q34. Provide any information you have about the median earnings of program completers.

\$62,350 from <https://www.onetonline.org/>

Q35. Provide the program's tuition and fees.

\$3,440.00

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Megan McGhee

clear

Q40. Today's Date

Select a date

05/15/2026 11:30 AM



Location Data

Location: ([42.5243, -92.4479](#))

Source: GeolIP Estimation



Q1. Institution Name:

Hawkeye Community College

Q43. Enter the information below for the person completing this form.

Full Name

Megan McGhee

Job Title

Information & Data Specialist

Email

megan.mcghee@hawkeyecollege.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Aaron Sauerbrei

Email

aaron.sauerbrei@hawkeyecollege.edu

Q5. Workforce program name:

Plumber Registered Apprenticeship

Q6. Local Program Code (Course Catalog Code):

1199994

Q7. Classification of Instructional Program (CIP) Code:

4605030000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

08/27/2013 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[WFP Program Enrollments.pdf](#)

64KB

application/pdf

Q11. Workforce Program Description:

Designed for individuals sponsored by local plumbing contractors, this program guides apprentices through four levels of technical and practical mastery. The curriculum focuses on Iowa plumbing codes, drainage systems, water distribution, and fixture installation. By combining specialized classroom instruction at Hawkeye Community College with supervised work experience, students gain the proficiency needed to manage complex piping projects. Graduates receive a U.S. Department of Labor Certificate of Completion, identifying them as highly skilled professionals in the plumbing trade.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

An industry-recognized certificate or certification; Institution of Higher Education certificate of completion; A measurable skills gain leading to a credential. The Plumbing Apprenticeship program at Hawkeye Community College provides a comprehensive technical education designed to transition students from foundational trade principles to advanced professional mastery. Initial coursework establishes a vital base in plumbing history, safety protocols, and trade-specific mathematics, ensuring apprentices can safely handle tools and materials while calculating complex piping offsets. As the program progresses, the curriculum shifts toward a rigorous application of the Uniform Plumbing Code, where students gain the expertise required to design and install sanitary drainage, water supply, and specialized fuel gas systems. The final levels are strategically focused on preparing apprentices for the state journeyman exam, integrating specialized knowledge of medical gas systems, firestop protection, and sustainable rainwater catchment solutions. Collectively, these objectives ensure that graduates possess the regulated technical instruction and field-ready skills necessary to maintain safe potable water systems and succeed in high-stakes commercial and residential environments.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

This question was not displayed to the respondent.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

1557

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

60

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Four courses; level 1 through 4 of Plumbing Apprenticeship. Class meets 1 - 2 nights per week for 15 weeks in-person. One level per academic year.

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
An Iowa Workforce Pell program is considered “stackable” when it 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.

Eligible to sit for Journey person License exam upon program completion. May advance to Master License and/or Contractor License

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[481.429.pdf](#)
176.6KB
application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
A workforce program is considered “portable” when 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.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[481.429.pdf](#)

176.6KB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

47-2152

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[Employer Acceptance Agreements_76511_KREJCHI LLC PARTICIPATION AGREEMENT.pdf](#)

69.6KB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[Plumber Apprenticeship Completion Rate.xlsx](#)

20.5KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[AY19-23 Noncredit Program Wage and Employment Data Tables_T23 Program.xlsx](#)

10.7MB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q34. Provide any information you have about the median earnings of program completers.

\$62,970 from <https://www.onetonline.org/>

Q35. Provide the program's tuition and fees.

\$3,440.00

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[Hawkeye Community College_IA_00459500_07202022_Signed PPA OFFICIAL APPROVAL.pdf](#)

1.8MB
application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Megan McGhee

×

clear

Q40. Today's Date

Select a date

05/15/2026 01:15 PM



Location Data

Location: [\(42.5243, -92.4479\)](#)

Source: GeolIP Estimation



Q1. Institution Name:

Hawkeye Community College

Q43. Enter the information below for the person completing this form.

Full Name

Megan McGhee

Job Title

Information & Data Specialist

Email

megan.mcghee@hawkeyecollege.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Aaron Sauerbrei

Email

aaron.sauerbrei@hawkeyecollege.edu

Q5. Workforce program name:

HVAC Registered Apprenticeship

Q6. Local Program Code (Course Catalog Code):

1199997

Q7. Classification of Instructional Program (CIP) Code:

4702010000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

08/29/2013 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[WFP Program Enrollments.pdf](#)

64KB

application/pdf

Q11. Workforce Program Description:

The HVAC Apprenticeship provides comprehensive training in heating, ventilation, air conditioning, and refrigeration systems. Spanning four levels of instruction, students study thermodynamics, airflow patterns, refrigerant handling, and electrical controls. Working in partnership with local employers, apprentices apply classroom concepts to real-world diagnostic and repair scenarios. The program culminates in a U.S. Department of Labor Certificate of Completion, certifying the graduate as a skilled technician capable of managing modern climate control systems.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

An industry-recognized certificate or certification; Institution of Higher Education certificate of completion; A measurable skills gain leading to a credential
The HVAC Apprenticeship program at Hawkeye Community College is designed to systematically build a student's technical expertise, moving from foundational mechanical principles to complex system diagnostics and regulatory compliance. Initial levels focus on establishing core competencies in trade mathematics, the fundamental refrigeration cycle, and essential safety protocols, including electrical lockout/tagout procedures and the proper handling of various refrigerants. As students progress, the curriculum emphasizes the installation, maintenance, and troubleshooting of diverse heating and cooling systems, such as forced-air furnaces, air-source and geothermal heat pumps, and hydronic boilers. Advanced coursework provides specialized instruction in indoor air quality control, sheet metal duct design, and the rigorous application of the International Mechanical Code and National Fuel Gas Code. Ultimately, these objectives ensure that apprentices are not only proficient in field techniques but are also thoroughly prepared for the State of Iowa journeyman mechanical exam and professional licensure.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

This question was not displayed to the respondent.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

1566

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

60

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Four courses; level 1 through 4 of HVAC Apprenticeship. Class meets 1 - 2 nights per week for 15 weeks in-person. One level per academic year.

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
An Iowa Workforce Pell program is considered “stackable” when it 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.

Eligible to sit for Journey person License exam upon program completion. May advance to Master License and/or Contractor License

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[481.429.pdf](#)

176.6KB

application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
A workforce program is considered “portable” when 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.

Students are awarded a U.S. Department of Labor Certificate of Completion for Registered Apprenticeship that is recognized at the national level.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[481.429.pdf](#)

176.6KB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

49-9021

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[Employer Acceptance Agreements_484089-484089-DALTON PARTICIPATION AGREEMENT.pdf](#)

331.1KB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[HVAC Apprenticeship Completion Rate.xlsx](#)

22KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[AY19-23 Noncredit Program Wage and Employment Data Tables_T23 Program.xlsx](#)

10.7MB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q34. Provide any information you have about the median earnings of program completers.

\$59,810 from <https://www.onetonline.org/>

Q35. Provide the program's tuition and fees.

\$3,440.00

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[Hawkeye Community College_IA_00459500_07202022_Signed PPA OFFICIAL APPROVAL.pdf](#)

1.8MB
application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Megan McGhee

×

clear

Q40. Today's Date

Select a date

05/15/2026 01:30 PM



Location Data

Location: [\(42.5243, -92.4479\)](#)

Source: GeolIP Estimation



Q1. Institution Name:

Hawkeye Community College

Q43. Enter the information below for the person completing this form.

Full Name

Megan McGhee

Job Title

Information & Data Specialist

Email

megan.mcghee@hawkeyecollege.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Aaron Sauerbrei

Email

aaron.sauerbrei@hawkeyecollege.edu

Q5. Workforce program name:

Carpentry Registered Apprenticeship

Q6. Local Program Code (Course Catalog Code):

1499998

Q7. Classification of Instructional Program (CIP) Code:

4602010000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

09/10/2020 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[WFP Program Enrollments.pdf](#)

64KB

application/pdf

Q11. Workforce Program Description:

The Carpentry Apprenticeship program offers a structured pathway for students to master the art and science of construction. Over four levels, apprentices gain expertise in framing, finishing, masonry, and sustainable building practices. In collaboration with business partners, the program ensures students are proficient in reading blueprints and utilizing industry-standard tools and materials. Upon successful completion of the four-year curriculum and on-the-job training, participants are awarded a U.S. Department of Labor Certificate of Completion, signaling their readiness for advanced roles in the construction industry.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

An industry-recognized certificate or certification; Institution of Higher Education certificate of completion; A measurable skills gain leading to a credential
The Carpentry Apprenticeship program at Hawkeye Community College is designed to develop comprehensive construction expertise, transitioning students from fundamental site safety to advanced structural finishing. Initial coursework establishes a vital technical base, where students gain proficiency in construction mathematics, material handling, and the safe operation of professional hand and power tools. As the program advances, the curriculum emphasizes practical structural knowledge, including the interpretation of detailed construction drawings and the precise framing of floor, wall, and ceiling systems. Students further refine their craft by mastering specialized installations such as residential and commercial doors, stair layout, and roofing applications, while also gaining expertise in building envelope systems and moisture protection. These integrated objectives ensure that apprentices possess the rigorous technical instruction and hands-on skill set required to earn a national certificate of completion from the Department of Labor and excel in the modern construction industry.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

Yes

No

Q15. List the total program credit hours.
Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

This question was not displayed to the respondent.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

1401

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

60

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Four courses; level 1 through 4 of Carpentry Apprenticeship. Class meets 1 - 2 nights per week for 15 weeks in-person. One level per academic year.

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
 Certificate of completion of an apprenticeship
 License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
 Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
An Iowa Workforce Pell program is considered “stackable” when it 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.

Students that complete this program earn a U.S. Department of Labor Certificate of Completion, may become licensed as a Contractor, may test for AWS Qualification, and receive a locally recognized Fork Truck Operator certification. Students also earn the National Center for Construction Education & Research (NCCER) Core nationally recognized credentials.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[D1.1-D1.1M-2010-EN-PV.pdf](#)
556.9KB
application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
A workforce program is considered “portable” when 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.

Students are awarded a U.S. Department of Labor Certificate of Completion that is recognized at the national level. Students also earn National Center for Construction Education & Research Core credentials which is recognized at the national level.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[NCCER Annual-Report 2025-v1-Apr-2025 FINAL Web.pdf](#)

35.6MB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

47-2031

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[Employer Acceptance Agreements_536667-536667-PETERS CONSTRUCTION PARTICIPATION AGREEMENT.pdf](#)

306.7KB
application/pdf

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[Carpentry Apprenticeship Completion Rate.xlsx](#)

17KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[AY19-23 Noncredit Program Wage and Employment Data Tables_T23 Program.xlsx](#)

10.7MB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q34. Provide any information you have about the median earnings of program completers.

\$59,310 from <https://www.onetonline.org/>

Q35. Provide the program's tuition and fees.

\$3,900.00

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[Hawkeye Community College_IA_00459500_07202022_Signed PPA OFFICIAL APPROVAL.pdf](#)

1.8MB
application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Megan McGhee

×

clear

Q40. Today's Date

Select a date

05/15/2026 01:30 PM



Location Data

Location: [\(42.5243, -92.4479\)](#)

Source: GeolIP Estimation



Q1. Institution Name:

Des Moines Area Community College

Q43. Enter the information below for the person completing this form.

Full Name

Megan Mohrhauser

Job Title

Director of Accreditation and Compliance

Email

mmmohrhauser@dmacc.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Email

Q5. Workforce program name:

Welding, Production MIG Welding, Certificate

Q6. Local Program Code (Course Catalog Code):

WELDMIG-CSP

Q7. Classification of Instructional Program (CIP) Code:

WELDMIG-CSP

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

08/20/2014 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[Welding Production MIG.xlsx](#)

11.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q11. Workforce Program Description:

In an effort to meet the needs of interested students and local industry, the Welding program is offering open-entry and open-exit courses designed for the inexperienced as well as the more advanced and experienced welders. This flexibility allows students to take only those portions of the program they need at any given time. Students will be allowed to enroll as long as there is space available. Emphasis is placed on skill and knowledge that is required for the student to enter employment in the welding field, or for the student's own personal gain.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

Use electric arc or flame process in welding. Weld steel, steel alloys and other metals. Weld in all positions such as flat, vertical, horizontal and overhead. Welder may work in various positions-bending, stooping, etc. Work from drawings, blueprints and other written plans. Plan and organize work. Layout and fit by means of flame cutting, shearing, sawing, etc.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

This question was not displayed to the respondent.

Q15. List the total program credit hours.

Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

8 Credits

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

15 weeks

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Courses are offered face to face, weekdays and evenings, Locations: Ankeny, Carroll, Newton

Q19. Is any of the program provided by ineligible third parties?

Yes

No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
- No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
An Iowa Workforce Pell program is considered “stackable” when it 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.

These credits in the Welding, Production MIG Welding, Certificate are applicable to the diploma in Welding .

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Program_Welding%2C Diploma - Des Moines Area Community College.pdf](#)

138.4KB
application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
A workforce program is considered “portable” when 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.

WEL 228 apply to the following programs: Advanced Manufacturing Technology, AAS Welding, Diploma Welding, Gas Metal Arc, Certificate Welding, Gas Tungsten Arc, Certificate Welding, Production MIG Welding, Certificate Welding, Shielded Metal Arc, Certificate Welding, Thermal Cutting, Certificate WEL 228 apply to the following programs: Advanced Manufacturing Technology, AAS Welding, Blueprint Reading, Certificate Welding, Diploma Welding, Gas Metal Arc, Certificate Welding, Gas Tungsten Arc, Certificate Welding, Production MIG Welding, Certificate Welding, Shielded Metal Arc, Certificate WEL 244 apply to the following programs: Advanced Manufacturing Technology, AAS Welding, Diploma Welding, Gas Metal Arc, Certificate Welding, Production MIG Welding, Certificate WEL 245 apply to the following programs: Advanced Manufacturing Technology, AAS Welding, Diploma Welding, Gas Metal Arc, Certificate Welding, Production MIG Welding, Certificate

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Competency-Based Education \(CBE\) at DMACC.pdf](#)

190.5KB
application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

51-4121 Welders, Cutters, Solderers, and Brazers

Q32. Attach evidence showing you have employer partnerships, advisory **Attachment 06b, Page 65 of 82** confirming both local/regional labor market demand and confirmation the program meets the hiring needs for

employment.

[Welding Production MIG.xlsx](#)

11.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[Welding Production MIG.xlsx](#)

11.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[Welding Production MIG.xlsx](#)

11.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q34. Provide any information you have about the median earnings of program completers.

year median wage 1 \$43,145 2 \$54,962 3 \$61,526

Q35. Provide the program's tuition and fees.

Varied Costs Costs Semester 1 Books (approximate) 80 Supplies 685 Approximate total for program: \$2,373** **Program entry requirements are not included in the total approximate cost.

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[DMAACC PPA.pdf](#)

314.2KB

application/pdf

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Megan Mohrhauser

×

clear

Q40. Today's Date

Select a date

05/15/2026 12:00 AM



Location Data

Location: [\(41.7136, -93.6221\)](#)

Source: GeoIP Estimation



Q1. Institution Name:

Des Moines Area Community College

Q43. Enter the information below for the person completing this form.

Full Name

Megan Mohrhauser

Job Title

Director of Accreditation and Compliance

Email

mmmohrhauser@dmacc.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Email

Q5. Workforce program name:

Water Treatment Technology, Certificate

Q6. Local Program Code (Course Catalog Code):

WWT_TRTE-CSP

Q7. Classification of Instructional Program (CIP) Code:

15.0506

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

08/19/2020 12:00 AM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[Water Treatment Technology.xlsx](#)

12KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q11. Workforce Program Description:

The Water Treatment Technology certificate is designed to address the education requirements of both operators working in the water industry and students interested in entering the water industry. This certificate is the starting point for people who are interested in a career in the water field and will prepare them for entry-level employment. This program emphasizes hands-on experience and instruction. An internship is required. The diploma and AAS degree programs are designed to build on this certificate to prepare current operators and students to be more comprehensive and valuable employees by giving them the knowledge and the skills to work on processes, equipment, controls and to troubleshoot. This program provides training and educational experiences that will prepare you for water certification examinations. Work experience requirements must be met before you are eligible to take an examination for certification. Students should refer to the certifying body in their area to determine eligibility. In Iowa, visit the DNR website.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

Demonstrate knowledge of the duties of an operator of Water Treatment Facilities. Explain the operations, maintenance, and administration of Water Treatment Facilities. Perform monitoring, sampling, and laboratory analyses for regulatory compliance and process control of Water Treatment Facilities. Obtain the Iowa Department of Natural Resources Grade 1 Operator Certification.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

This question was not displayed to the respondent.

Q15. List the total program credit hours.

Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters. **Attachment 6b, Page 69 of 82**

12 credits

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

15 weeks

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

Semester 1 WAT 121 - Water Treatment 30-Hour Credits: 2 WAT 122 - Water Treatment Lab Credits: 1 WAT 123 - WAT Treatment Math, Analysis Credits: 4 WAT 124 - Technical Internship II Credits: 5 Face to face, online week days, Location: Ankeny, Online

Q19. Is any of the program provided by ineligible third parties?

- Yes
 No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
- No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
- Certificate of completion of an apprenticeship
- License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
- Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
An Iowa Workforce Pell program is considered “stackable” when it 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.

The courses in the Water Treatment Technology, Certificate can be applied to WAT 121: Water Environmental Technology, AAS Water Treatment Apprenticeship, Certificate Water Treatment Technology, Certificate Water Treatment and Distribution System Technology, Diploma Water and Wastewater Treatment, Diploma WAT 122: Water Environmental Technology, AAS Water Treatment Apprenticeship, Certificate Water Treatment Technology, Certificate Water Treatment and Distribution System Technology, Diploma Water and Wastewater Treatment, Diploma WAT 123: Water Environmental Technology, AAS Water Treatment Apprenticeship, Certificate Water Treatment Technology, Certificate Water Treatment and Distribution System Technology, Diploma Water and Wastewater Treatment, Diploma WAT 124: Water Environmental Technology, AAS Water Treatment Technology, Certificate Water Treatment and Distribution System Technology, Diploma Water and Wastewater Treatment, Diploma

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Program Water Environmental Technology%2C AAS - Des Moines Area Community College.pdf](#)
157.1KB
application/pdf

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
A workforce program is considered “portable” when 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.

The courses in the Water Treatment Technology, Certificate can be applied to WAT 121: Water Environmental Technology, AAS Water Treatment Apprenticeship, Certificate Water Treatment Technology, Certificate Water Treatment and Distribution System Technology, Diploma Water and Wastewater Treatment, Diploma WAT 122: Water Environmental Technology, AAS Water Treatment Apprenticeship, Certificate Water Treatment Technology, Certificate Water Treatment and Distribution System Technology, Diploma Water and Wastewater Treatment, Diploma WAT 123: Water Environmental Technology, AAS Water Treatment Apprenticeship, Certificate Water Treatment Technology, Certificate Water Treatment and Distribution System Technology, Diploma Water and Wastewater Treatment, Diploma WAT 124: Water Environmental Technology, AAS Water Treatment Technology, Certificate Water Treatment and Distribution System Technology, Diploma Water and Wastewater Treatment, Diploma

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[Drinking Water %26 Wastewater Operator Certification Department of Natural Resources.pdf](#)

161.7KB

application/pdf

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

19-4042 Environmental Science and Protection Technicians, Including Health

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[Water Treatment Technology.xlsx](#)

12KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[Water Treatment Technology.xlsx](#)

12KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[Water Treatment Technology.xlsx](#)

12KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q34. Provide any information you have about the median earnings of program completers.

year median wage 1 \$68,453 2 \$86,621 3 \$88,612

Q35. Provide the program's tuition and fees.

Varied Costs Costs Semester 1 Books(approximate) 400 Approximate total cost for the program: \$2,980** **Program entry requirements are not included in the total approximate cost.

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Megan Mohrhauser

×

clear

Q40. Today's Date

Select a date

05/15/2026 12:00 AM



Location Data

Location: ([41.7136, -93.6221](#))

Source: GeolIP Estimation



Q1. Institution Name:

Southwestern Community College

Q43. Enter the information below for the person completing this form.

Full Name

Lindsay Stoaks

Job Title

President

Email

stoaks@swccciowa.edu

Q4. Please enter the alternate contact person's information below.
Optional

Full Name

Email

Q5. Workforce program name:

Emergency Medical Technician (EMT)

Q6. Local Program Code (Course Catalog Code):

EMT 001

Q7. Classification of Instructional Program (CIP) Code:

5109040000

Q8. Is this a new program?

Yes

No

Q9. When was the program established?

Select a date

01/01/1980 06:00 PM



Q10. Provide evidence of program enrollment showing that the program has operated for at least one year.

[SWCC EMT Enrollments from 2025.docx](#)

11.6KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q11. Workforce Program Description:

The primary focus of the EMS Professional is to provide emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the knowledge and skills necessary to provide patient care and transportation. EMS Professionals function as part of a comprehensive EMS response, under medical oversight. EMS professionals perform interventions with the basic equipment typically found on an ambulance. EMS is a link from the scene to the emergency health care system.

Q12. List the workforce program outcomes.

Examples may include program competencies or learning outcomes achieved.

Upon successful completion of Southwestern Community College EMS Program, the student will meet the following learner objectives: Cognitive: · Possess knowledge of the EMS system, operational roles and responsibilities to ensure self, patient, public, and team members' safety · Utilize scene information and patient assessment findings to guide patient management Psychomotor: Perform a basic history and physical examination to identify actual and potential complaints of emergency patients and provide basic level interventions Safely and effectively perform all psychomotor skills within the Iowa EMS scope of practice for the EMS level the student is achieving Affective: Demonstrate professional behavior through integrity, empathy, self-motivation, appearance, personal hygiene, respect, patient advocacy, team work and careful delivery of service.

Q13. Is this program being offered for credit?

Yes

No

Q14. Is this program being offered for noncredit?

This question was not displayed to the respondent.

Q15. List the total program credit hours.

Workforce Pell programs must be 4-15 semester/trimester or 6-23 quarters.

Q16. List the total program clock hours.
Workforce Pell programs must be 150-599 clock hours.

160

Q17. How many total weeks of instruction does the program entail? For federal student aid purposes, a week of instructional time is defined as any consecutive 7-day period in which at least one day of regularly scheduled instruction, examination, or authorized academic activity occurs.
Eligible Workforce Pell Grant programs must contain at least 8 but fewer than 15 weeks of instructional time, but can be scheduled to include breaks when no instruction occurs.

15 weeks

Q18. Describe the program's structure, including individual courses, instruction schedule, and modality.

The face-to-face course consists of approximately 10 hours of lecture and lab each week. Approximately eight hours of lecture and lab is delivered in a face-to-face learning environment; two hours of lecture is delivered virtually each week.

Q19. Is any of the program provided by ineligible third parties?

Yes

No

Q20. What percentage of the program is provided by ineligible third parties?

This question was not displayed to the respondent.

Q21. Provide the written arrangement between your institution and the third-party provider.

Q22. Does this program include correspondence courses or coursework that takes place as part of a study abroad program?

- Yes
 No

Q23. What type of postsecondary credential does the program offer?

- Industry-recognized certificate or certification
 Certificate of completion of an apprenticeship
 License recognized by the state of Iowa or federal government

Q24. Choose an option that best describes this program:

- Program prepares students for employment in an occupation with only one recognized postsecondary credential.
 Program delivers a recognized postsecondary credential that is stackable and portable.

Q25. Please describe how this program leads to a “stackable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
An Iowa Workforce Pell program is considered “stackable” when it 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.

EMT is stackable potentially leading to further opportunities in Advanced EMT or paramedic. There are also opportunities for the EMT to lead into RN bridge programs.

Q26. Please attach evidence that the program is “stackable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[EMT Portable Credential.docx](#)

11.7KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q27. Please describe how this program leads to a “portable” credential or results in a credential that is the only postsecondary credential for employment in a particular occupation?
A workforce program is considered “portable” when 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.

EMTs provide out of hospital emergency medical care and transportation for critical and emergent patients who access the emergency medical services system. EMTs have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from non-emergency and routine medical transports to life threatening emergencies. EMTs function as part of a comprehensive EMS response system, under medical oversight. EMTs perform interventions with the basic equipment found on an ambulance. EMTs are a critical link between the scene of an emergency and the health care system.

Q28. Please attach evidence that the program is “portable” or leads to employment in an occupation with only one recognized postsecondary credential.

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.

[EMT Credential Evidence.docx](#)

82.3KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q29. List credit articulation agreements (if applicable).

Program must stack to credit-bearing pathways (such as certificates or degrees) to be eligible, unless the program prepares a student for a field that only recognizes a single, terminal credential. Please describe how this program either 1) stacks to credit or 2) offers a terminal credential in the field.

Q30. Please attach credit articulation agreements (if applicable).

Q31. List the high-demand, high-wage, high-skill (H3) occupation(s) to which this program aligns. Supply relevant [SOC codes](#).

29-2042.00

Q32. Attach evidence showing you have employer partnerships, advisory boards, or signed letters confirming both local/regional labor market demand and confirmation the program meets the hiring needs for employment.

[SWCC EMT Advisory Minutes.docx](#)

15.4KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q33. Provide historical completion rates for the program showing that at least 70% of program enrollees complete the program within 150% of the scheduled program length (based on the last 3 enrollment cohorts).

[SWCC Non Credit EMT Outcomes.xlsx](#)

134.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q41. Provide any data you may have on the job placement rate:

[SWCC Non Credit EMT Outcomes.xlsx](#)

134.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q34. Provide any information you have about the median earnings of program completers.

According to data obtained from the Iowa Department of Education, the wages for completers is approximately \$38,500.

Q35. Provide the program's tuition and fees.

Tuition - \$1,300 Textbook - \$300 Background Check - \$15 Clinical Shirt - \$35 Platinum (access) - \$200

Q36. Provide confirmation of the institution's current Title IV (Federal Student Aid) approval status.

[Title IV Status.docx](#)

11.8KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q37. Has your institution been subject to any suspension, emergency action, or termination of programs related to Title IV eligibility during the last five years preceding the date of determination?

Yes

No

Q38. If yes, please explain:

This question was not displayed to the respondent.

Q39. Signature

By signing, the applicant certifies that they are authorized to act on behalf of the institution and that the information provided is accurate to the best of their knowledge.

Lindsay Stoaks

✕

clear

Q40. Today's Date

Select a date

05/15/2026 10:15 PM



Location Data

Location: [\(41.0072, -95.2261\)](#)

Source: GeolIP Estimation

