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WHAT IS WORKFORCE PELL

- Workforce Pell extends vital support to include high-quality, short-term occupational training programs offered at accredited institutions.
- Previously Pell Grants were limited to programs over 600 hours and 15 weeks in duration, Workforce Pell extends that to training as short as 150 hours and eight weeks duration.
- Currently, the law is set to go into effect on July 1, 2026, affecting the 2026-2027 academic year.
- **Caution** – current **credit** Gap approved programs may or may not qualify – DE checking with counsel

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WHAT DO WE KNOW ABOUT WORKFORCE PELL

- Student eligibility is based on need, as determined by FAFSA.
- Institutions must be Title IV eligible, ineligible partner may provide up to 25% of the program delivery.
- Prorated student award based on cost of attendance and student's aid index as determined by FAFSA.
- Students with a Bachelor's Degree are eligible.
- Students can't receive Workforce Pell and Traditional Pell concurrently but could during an academic year as part of an academic pathway.


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PROGRAM REQUIREMENTS

- **Length:** at least 150 but less than 600 Clock Hours (Contact hours are noted as 50 minutes, calculate to 60 minutes to determine "clock hour").
- **Duration:** minimum of 8 but fewer than 15 weeks, does not need to be consecutive.
 - offered by an accredited institution for at least one year prior to qualify for eligibility.
- **In-Demand Status:** must be verified by the state governor and workforce board as leading to H3
- **Credential:** must lead to a recognized, stackable, and/or portable credential
- **Performance:** must meet the performance benchmarks of:
 - >=70% of students complete the program
 - >=70% of graduates must find employment in related field within 180 days
 - Median "value-added" earnings of graduates must exceed the program's tuition and fees



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SETTING THE STAGE

- The Iowa DE is currently reviewing all credit and noncredit programs for inclusion.
- Once the list is completed, the Workforce Board (IWD) will review the programs and identify H3 data
 - High Wage
 - High Skill
 - High Demand
- Governor must then approve programs to certify eligibility requirements
- States have the flexibility to design the review and approval process

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THINGS TO THINK ABOUT

- Adding the program to the program participation agreement (PPA)
 - Department of Education (federal)
- System (mis)alignment noncredit to credit - connectivity and identifying aid
- Noncredit course groupings to create a program that qualifies
 - Workforce Pell can possibly offset some Gap funds
- Developing realistic timelines
 - 2026/2027 things will most likely **not** be ready
- Will need to apply
- Do noncredit programs need to be accredited in the future?
- Anything else?

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MODEL WORKFORCE PELL FRAMEWORK

STRADA FOUNDATION

- Employer Alignment
 - High-skill, high-wage, or in-demand
 - Employer hiring requirements
 - Competencies (credential compared to employer requirements)
- Program-Level
 - Program & provider identification
 - Resulting recognized postsecondary credential
 - Program characteristics (CIP code, length, delivery, etc.)
 - Stackability
 - Cost



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MODEL WORKFORCE PELL FRAMEWORK (CONT'D)

STRADA FOUNDATION

- Participant-Level
 - Student identifiers (Name, SSN, ID, etc.)
 - Enrollment
 - Financial assistance
 - Residence
 - Demographics
 - Withdrawal/completion
- Employment & Pathway Outcomes
 - Job placement, earnings, occupation, hours
 - Pathway, subsequent enrollment, credential attainment



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IOWA DE TOOL FOR EXPLORATION INCLUDES:

- | | |
|---|---|
| <ul style="list-style-type: none"> • College • CIP 6 and CIP 4 • Program Option/award level • Award Title • Credit Hours • Contact Hours • Standalone Diploma/Certificate (Yes/No) • Within Clock Hour Range (Yes/No) • At Least 1 Year (Yes/No) • Not Correspondence (Yes/No) • Stackable (Yes/No) • Portable IRC (Yes/No) • Graduation rate >= 70% (Yes/No) • Greater than Added Value Earnings (Yes/No) | <ul style="list-style-type: none"> • Clock Hours • Type (credit/noncredit) • First Term of Program • First Year of Program • Program First Available Date • Modality • Graduation Rate Calculation • H3 measures – include all students • Tuition & Fees Total • Poverty Line at 150% • Program Cost |
|---|---|

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TO DO LIST

- Gather your list of all programs
 - Has had enrollment for at least one year
 - Calculate contact hours and clock hours via credit hours
 - Identify the length of the program
 - Check modality – cannot be correspondence or direct assessment courses
 - Must be aligned to a workforce credential for credit through articulation, transfer CPL
- Once completed
 - Verify completion rate
 - Verify employment and wages by student and aggregate
 - Calculate the Value-Added Earnings (VAE)

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H3 DEFINITIONS (PER WORKFORCE BOARD)

“High-Demand” means an occupation in which state, local or regional labor market forecast shows occupational demand exceeding overall state, local or national employer demand metrics (openings, numeric change, growth) (**total average annual openings, state 0.6% or 368 growth**)

“High-Skill” means an occupation with typical education or training requirements that include, but not limited to, the completion of an apprenticeship program; industry-recognized credential; short-term college credential, such as a certificate, diploma, noncredit college credential/certification, associate degree or higher on-the-job training or on-the-job credential/certification.

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

- All = 10th percentile = \$13.63, 25th percentile = \$17.34, 50th percentile = \$22.90, 75th percentile = \$31.92 and 90th percentile = \$47.08
- <https://workforce.iowa.gov/labor-market-information/occupations/occupational-projections>

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EXAMPLE

Occupations that meet H3 definition
If cell is highlighted green, that particular occupation demand, wage/salary, and skill metric meets H3 definition. Data Sources & Notes are located below the table.

Standard Occupation # Code	Occupational Group/Title	High Demand Analysis		HIGH WAGE ANALYSIS					HIGH SKILL ANALYSIS		Meets H3 Definition
		Annual Growth Rate (%)	Total Average Annual Openings	Hourly Wage & Salary Distribution ¹					Education & Job Training ²		
				Hourly Wage 10th Percentile	Hourly Wage 25th Percentile (Median)	Hourly Wage 50th Percentile	Hourly Wage 75th Percentile	Hourly Wage 90th Percentile	Typical Education/Training Needed for Entry	Typical on-the-job Training Needed to Attain Competency in the Occupation	
99-9999	Total All Occupations	0.6	327,205	\$13.63	\$17.34	\$22.90	\$31.92	\$47.08			
91-8012	Wrestling and Performance Arts	1.1	1,111	\$14.11	\$15.14	\$16.17	\$17.20	\$18.23	High school diploma or equivalent	None	Meets H3 Definition
91-2125	Registered Nurse	1.1	1,111	\$15.14	\$16.17	\$17.20	\$18.23	\$19.26	High school diploma or equivalent	None	Meets H3 Definition
91-4022	Sales Representatives, Wholesale and Manufacturing, except Durables and nondurable	0.2	1,111	\$14.11	\$15.14	\$16.17	\$17.20	\$18.23	High school diploma or equivalent	None	Meets H3 Definition
99-8071	Maintenance and Repair Workers, General	0.6	1,111	\$13.63	\$14.66	\$15.69	\$16.72	\$17.75	High school diploma or equivalent	None	Meets H3 Definition
91-2091	Construction Laborer	0.6	1,111	\$13.63	\$14.66	\$15.69	\$16.72	\$17.75	High school diploma or equivalent	None	Meets H3 Definition

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PROGRAM ELIGIBILITY EXAMPLE

- Analyze all programs/occupations (noncredit)
 - In place for one year prior - **eligible**
 - Contact hour conversion to clock hours $50/60 = .83333$
 - Example: $599 \text{ contact hours} \times .83333 = 499 \text{ clock hours}$ Step 1 - **eligible**
 - 8 to less than 15 weeks – 10-week duration Step 2 - **eligible**
- H3 occupations (example)
 - High Wage = "competitive" – exceeds 3 of the levels of hourly wages - **eligible**
 - High Skill = Stackable, portable and employer validated credential/training – Industry Recognized Credential - **eligible**
 - High Demand – 1.5% increase - **eligible**

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PROGRAM PERFORMANCE/OUTCOMES

- Performance:** must meet the performance benchmarks of:
 - $\geq 70\%$ of students complete the program within 150% of the time for program completion
 - $\geq 70\%$ of graduates must find employment in related field within 180 days
 - Median "value-added" earnings of graduates must exceed the program's tuition and fees, measured the second quarter following program completion
- Measure each individual student's data and aggregate for program level outcomes:
- Match to UI wage records (quarterly) 180 days would be equivalent to 2nd quarter.
 - Industry
 - Wages

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VALUE ADDED EARNINGS (VAE) CALCULATION & EXAMPLE

- Aggregate Use Case – **Welding Certificate (hybrid)/Welder 220 clock hours:**
 75% of students completed – **Qualifies**
 80% of students became employed (**need occupation**) - **Qualifies**
- Proposed Calculation:
- Median earnings following employment - **\$31,590**
 - Poverty threshold - **\$23,940**
 - $\$31,590 - \$23,940 = \$7,650$**
 - Must be greater than program total tuition and fees - **\$3,992**
 - $\$7,650$ is greater than $\$3,992$ - Qualifies**



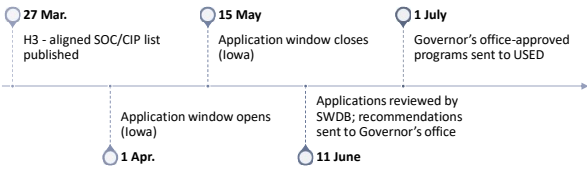
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CHALLENGES ASSOCIATED WITH CURRENT CRITERIA

- **Noncredit "Programs"** have previously been submitted individually (need to group)
 - Example: Certified Nursing Assistant has been submitted separately = CNA Theory, clinical and testing. Grouping the offerings for the "program" will allow for possible inclusion.
- **Related field identification**
 - Since occupation data is not available, assumptions based on industry and staffing patterns will need to be made. Currently there's no other way to identify, other than through surveys.
- **Wages**
 - No work hours are available; median should be used since there is no way devise full-time versus part-time employment.
- **Delay in wage records**
 - Normally will need to wait 6 months following to measure, the 6-month measurement will actually be one year following completion.
- **Continued Education**
 - Currently all students are included in the calculation – does not exclude those who continue their education – lowering the employment percentage and wages.

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IOWA PROPOSED WF PELL TIMELINE



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WHAT KEEPS YOU UP AT NIGHT?

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STATE NONCREDIT DATA PROJECT



Noncredit education and non-degree credentials are growing in popularity, but data collection and analysis have not kept pace. This project, led by Rutgers University EERC, has received funding from the National Center for Science and Engineering Statistics (NCSES) within the National Science Foundation (NSF), the Gates Foundation, and the Strada Education Foundation seeks to foster the development of a more robust data infrastructure using three key strategies:

- Generating research to advance the field;
- Creating a taxonomy to guide data collection efforts; and
- Creating learning opportunities to share successful practices.

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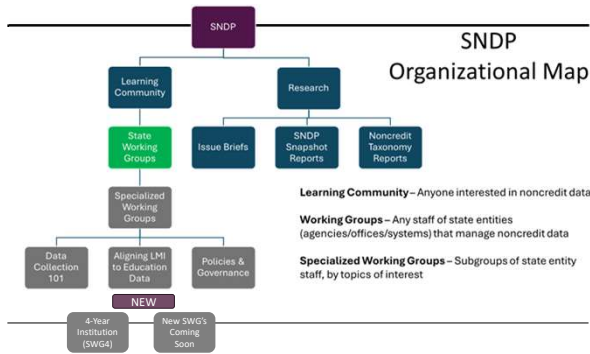
HOW TO ENGAGE IN THE NONCREDIT DATA JOURNEY

As part of the State Noncredit Data Project (SNDP) through Rutgers University, the following learning opportunities are available to states.

- **Broader Learning Community meetings and activities (open to anyone):**
<https://sites.rutgers.edu/state-noncredit-data/join-the-learning-community/>
- **Specialized Working Groups (SWG's) for SNDP partners:**
<https://sites.rutgers.edu/state-noncredit-data/specialized-working-groups/>
- Data Collection 101 (Where Do I Start) Techniques
- Aligning Program Data and Labor Market Information
- Policy & Governance (Developing Partnerships)
- New working groups for Community Colleges (currently in development)
- 4-Year Institution Focus Groups/Working Groups (currently underway)



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