

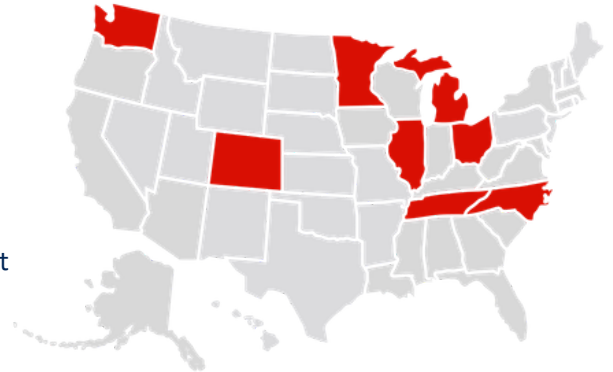
Preparing for Workforce Pell:

A Model Policy to Guide State Program Determination

INTRODUCTION

On July 1, 2026, the federal government is set to put into effect an historic expansion of the Pell Grant Program: Workforce Pell. This long-awaited funding will expand Pell Grant eligibility to cover the cost of **high-quality, short-term training programs**.

With generous support from Arnold Ventures and the Joyce Foundation, **Education Strategy Group (ESG)** is supporting eight states with Workforce Pell implementation: **Colorado, Illinois, Michigan, Minnesota, North Carolina, Ohio, Tennessee, and Washington**.



This model policy derives from deep technical assistance with state partners. It provides **sample language** that states can adopt to codify effective practices related to Workforce Pell implementation, including the identification of other exemplary guidance. **The model policy overviews nine primary sections, namely:**

1. Authority and Purpose;
2. Training Provider Eligibility;
3. Program Eligibility Criteria;
4. State-Defined Eligibility Criteria;
5. Program Determination Process;
6. Appeals;
7. Program Determination Timeline;
8. Considerations for Bilateral Agreements; and
9. Ongoing Compliance and Maintenance;

Moreover, a comprehensive list of definitions are provided in the appendix to support the state's determination policy.

MODEL POLICY

Authority and Purpose

The 119th U.S. Congress H.R. 1 (2025) established the Workforce Pell Grant Program under Title IV of the Higher Education Act (HEA), which covers federal student financial aid. Workforce Pell expands the federal Pell Grant to short-term workforce training programs. Workforce Pell has an effective start date of July 1, 2026, and was developed with the purpose of:

- Expanding postsecondary education funding to short-term, workforce training programs;
- Identifying and promoting credentials and training programs aligned with high-skill, high-wage, in-demand occupations; and
- Ensuring the outcomes-based evaluation of programs including completion rates, job placement rates, and value-added earnings.

This policy template is issued pursuant to the proposed final Workforce Pell regulations, and establishes the procedures to implement and administer Workforce Pell in **[state]**. This document includes guidance for defining key terms, determining provider and program eligibility, defining application processes, establishing program approval and performance standards, determining ongoing compliance needs, and determining effective appeals processes.

Training Provider Eligibility

To offer an eligible workforce program, the training provider must be eligible to access federal financial aid under Title IV of the Higher Education Act (HEA) in [state]. The institution must maintain an active Program Participation Agreement (PPA) with the U.S. Department of Education.

The training provider or participating institution must be in good standing and must not have been subject to any suspension, emergency action, or termination of programs by the U.S. Secretary of Education during the five years immediately preceding the date of eligibility determination.

Program Eligibility Criteria

To qualify for approval from [Workforce Pell approving agency], programs must satisfy all federal Workforce Pell eligibility requirements. Specifically, a program must:

- Be an undergraduate program that is between 8 and 14 weeks of instruction;
- Be 150-599 clock hours, 4–15 semester or trimester hours, or 6–23 quarter hours;
- Not be a correspondence, study abroad, or direct assessment course;
- Meet a program completion rate of at least 70% within 150% of the stated time to completion and a job placement rate of at least 70% within 180 days of completion;
- Ensure that no more than 25 percent of instruction is provided by an ineligible institution or organization, or less than 50 percent if the instruction is a related instruction component for a Registered Apprenticeship;
- Provide value-added earnings to completers, as defined by the Federal government;
- Not be provided by a training provider that is subject to any suspension or emergency or termination action by the U.S. Secretary of Education during the five years preceding the date of determination;
- Provides an education aligned with the requirements of high-skill, high-wage, or in-demand industry sectors or occupations;
- Leads to a recognized postsecondary credential that is stackable and portable (or prepares students for employment for which there is only one recognized postsecondary credential); and
- Ensures that a student receives academic credit for the program for at least one certificate or degree program at one or more eligible institutions.

State-Defined Eligibility Criteria

For training providers seeking Workforce Pell eligibility for a program, the program must satisfy all federally-defined eligibility criteria and also adhere to the state's defined eligibility criteria, which are detailed in this section. These state-defined criteria ensure that Workforce Pell funds are invested in programs aligned with high-skill, high-wage, and in-demand occupations and that provide clear pathways for continued education. This section establishes policies for: Priority Occupation Methodology, Employer Validation, Stackability and Portability, and Program-to-Credit Articulation.

A. Priority Occupation Methodology

This section establishes a data-driven process to ensure that Workforce Pell-funded programs prepare participants for employment in occupations that are **high-skill, high-wage, and in-demand**.

RECOMMENDED PRACTICE



To ensure focused investment and high quality of implementation, ESG recommends adopting an 'and' approach for identifying priority occupations. Requiring occupations to meet all three criteria (high-skill, high-wage, and in-demand) compels the state to clearly define priority jobs, fostering strategic alignment between higher education and workforce development systems.

This focused approach provides a sustainable foundation that allows the list of approved occupations to grow over time, limits initial capacity strain, and sets programs up to meet the value-added earnings threshold when it is calculated in 2030-31. The state should seek alignment with existing priority occupation lists to avoid creating a new list that outlines high-value occupations or credentials.

All training programs eligible to receive Workforce Pell dollars must prepare participants for work in a priority occupation. To be considered “priority,” occupations must meet all of the definitions above for a high-skill, high-wage, in-demand occupation, as determined by the [agency] using [labor market information or method for identifying occupations]. This policy applies only to training providers and participants seeking to access Workforce Pell funding. It does not establish occupation requirements for other state or federal workforce or education programs unless explicitly stated. The approved occupations, and their related CIP codes, are included in the table below:

RESOURCE: NEW AMERICA



New America’s [landscape analysis](#) of how states define high-skill, high-wage, and in-demand describes varying approaches and methodologies for identifying priority occupations.

[Table 1. Example Table for SOC-CIP Alignment for Workforce Pell]

SOC Code	SOC Title	CIP Code	CIP Title
15-1231	Computer User Support Specialists	01 . 0106	Agricultural Business Technology/Technician.
		11 . 1006	Computer Support Specialist.
		51 . 0709	Medical Office Computer Specialist/Assistant.
29-2055	Surgical Technologist	51 . 0811	Pathology/Pathologist Assistant.
		51 . 0909	Surgical Technology/Technologist.
		51 . 1012	Sterile Processing Technology/Technician.
29-2072	Medical Records Specialist	51 . 0706	Health Information/Medical Records Administration/Administrator.
		51 . 0707	Health Information/Medical Records Technology/Technician.
		51 . 0713	Medical Insurance Coding Specialist/Coder.
		51 . 0721	Disease Registry Data Management.

B. Employer Validation

To qualify for Workforce Pell, every program must provide clear evidence of employer or industry validation. Eligible training providers seeking eligibility determination for their program must submit evidence to demonstrate that:

- The program prepares participants for employment in a designated priority occupation as defined by this policy;
- Employers are currently hiring or anticipate hiring for the associated occupation in the next year;
- The skills, competencies, and credentials taught in the program seeking eligibility determination align with specific employer expectations and hiring standards.

Training providers seeking a Workforce Pell eligibility determination for their program must provide evidence of at least one of the following:

1. **Job Postings Data:** One source of documentation for employer validation can be provided through an analysis of job postings that align with priority occupations identified by the state. These data can be obtained from reputable, commonly accepted labor market data sources such as state-based job posting aggregators, national job posting aggregators, or labor market analytics platforms.

The job posting analysis must align to the geographic scope of the program (e.g., regional data must be used to demonstrate need for a local program). Additionally, the analysis must demonstrate that a meaningful share of employer job postings either: (1) Demand the skills and competencies taught in the program seeking a determination, as demonstrated by the job description, required or preferred qualifications, or other section of the job posting that indicates hiring need; or (2) Demand the culminating recognized postsecondary credential of the program seeking a determination as demonstrated by the job description, required or preferred qualifications, or other section of the job posting that indicates hiring need.

A meaningful share of employer job posting is defined as:

- Postings that represent 10-20% of the projected annual openings for the associated occupation(s), subject to state determination;
- Postings that are unique and unduplicated, to the extent possible; and
- Postings that are clearly aligned to a designated priority occupation, as defined by the state.

2. **Employer Letters:** Letters from 3 or more unique employers or a relevant employer association describing their prior or future commitment to hiring graduates from the relevant programs. Each letter must include:
 - Either a clear statement that the employer has hired exiters or completers from the program seeking a determination in the last two years or a commitment to hiring them in the next two years;
 - A clear statement that the employer is hiring now and within the next two years; and
 - Contact information of the employer to aid in state-level validation.

C. Stackability and Portability

A stackable credential is defined as a recognized postsecondary credential that, through attaining two or more credentials within the same or complementary occupational area(s), increases a learner's likelihood of employment and increased wages, and provides seamless progression, meaning a learner does not lose time or credit when transitioning into additional education and training. A credential may be determined to be stackable if one or more of the following are documented:

- A written agreement establishing that academic credit is awarded upon successful completion of the workforce program and that it can be applied toward a certificate or degree program;
- An articulation or transfer-of-credit agreement specifying the number and type of credits awarded for the eligible workforce program;
- A pre-evaluated credit designation has been awarded for the program through credit for prior learning policies;
- Published pathway maps showing automatic progression from the eligible program to at least one credit-bearing certificates or degrees with increasing labor market value;

- Evidence that the pathway has been established and in use for at least one year;
- Documentation demonstrating no administrative or institutional barriers to advancement between credentials.

A credential may be determined to be portable if one or more of the following are documented:

- Recognition by multiple employers within an eligible occupation; may be established through related Workforce Pell employer validation requirements;
- Status as an industry-recognized credential, as established by the American Council of Education National Guide or other evidence;
- Evidence from labor market information indicating broad occupational relevance.

RESOURCE: COLORADO



Colorado's Top Jobs List identified within the state's *Talent Pipeline Report* drives the state's role in creating stackable pathways for short-term credentials and is a steady model to ensure institutions have resource and guidance in establishing for seamless, stackable pathways.

D. Program-to-Credit Articulation

This policy establishes the criteria to define and validate **program-to-credit articulation** for the purposes of Workforce Pell eligibility. It ensures that short-term, industry-aligned training programs provide opportunities for immediate labor market entry or to upskill/reskill, and seamless progression into longer-term education and training, including credit-bearing certificate and degree programs.

A Workforce Pell-eligible program may be determined to meet program-to-credit articulation requirements if one or more of the following conditions are documented:

- A written agreement establishing that academic credit is awarded upon successful completion of the workforce program and that it can be applied toward a certificate or degree program;
- An articulation or transfer-of-credit agreement specifying the number and type of credits awarded for the eligible workforce program;
- A pre-evaluated credit designation has been awarded for the program through credit for prior learning policies;
- A consortium, partnership, or system-level agreement confirming credit acceptance or transferability across participating institutions; and
- Other formal documentation demonstrating guaranteed or standardized credit recognition upon enrollment in a certificate or degree program.

The review process shall verify that the credential stacks or provides articulated credit into a credit-bearing academic pathway, maintains industry support, and is aligned with the state's high-skill, high-wage, or in-demand occupations list.

To the extent possible, institutions should report credential progression rates, defined as the number of learners who earn an initial Workforce Pell-eligible credential and go on to pursue additional education and training resulting in an additional recognized postsecondary credential.

RECOMMENDED RESOURCE: A MORE UNIFIED COMMUNITY COLLEGE



Workforce Pell requires more frequent and authentic collaboration between noncredit and credit divisions on community college campuses. In 2020, ESG released *A More Unified Community College: Strategies and Resources to align Noncredit and Credit* to provide insight on how to support students to transition from workforce training into academic degree programs with holistic supports and robust bridge tools, such as articulation agreements or pre-evaluated credit for prior learning.

For students to actually progress along noncredit-to-credit pathways, it takes more than academic policies in place, but also advising and wraparound supports to ensure learner success.

Program Determination Process

A. Submission Process

Training providers seeking a determination of state eligibility for any short-term workforce training program must submit a separate, completed application for each program.

- **Application Intake Portal:** All applications, supporting artifacts, and institutional data submissions must be processed electronically through [state's designated portal].
- **Pre-Requisite ETPL Status:** Prior to receiving evaluation for Workforce Pell state approval, the training provider and program must be active on the state's Eligible Training Provider List (ETPL).
- **Application Completeness:** Applications must contain all required data fields, including validated Classification of Instructional Programs (CIP) codes, Standard Occupational Classification (SOC) codes, tuition and fee disclosures, historical completion/placement data, formal institutional attestations, etc. Incomplete submissions shall be systematically rejected and returned to the institution without formal review. For a complete list of requirements, reference the "data requirements" section.

B. Data Requirements

The training provider will be required to document and submit completion rates and, if different, credential attainment rates for individual program participants in the program requesting a determination. These will be packaged as cohorts and matched with wage records to calculate the cohort's placement rate.

[Insert information on specific data pull requirements in state.]

Training providers will be required to submit participant data and a state certification, accompanied by any verification and supporting documentation required by the U.S. Department of Education, sufficient to demonstrate that the program has:

- A program completion rate of at least 70% within 150% of the stated time to completion; and
- A job placement rate of at least 70% within 180 days of completion of the program, verified in a manner prescribed by [approving agency/agencies].

C. Review Process

[State] will use a multi-tier review process administered by the [approving agency/agencies].

- **Tier 1: Initial Intake and Completeness Check:** Upon submission, the administrative staff of [approving agency/agencies] shall conduct an initial checklist audit to verify that all mandatory qualitative and quantitative fields are filled and that all required digital artifacts have been successfully uploaded.
- **Tier 2: Initial Program Screening:** Programs that pass Tier 1 will undergo a baseline compliance screening to verify the following statutory parameters including institutional eligibility, program format requirements, operating history, and alignment with priority occupations.
- **Tier 3: Program Data Verification:** Participant level data submitted by training providers passing Tier 2 will be used to verify the program meets federal performance baselines of at least a 70% within 150% of the normal time to completion and a 70% job placement rate within the second quarter after completion.
- **Tier 4: Qualitative Review:** Programs passing Tier 3 will be evaluated by administrative staff to determine if they meet state-defined eligibility criteria for employer validation, credential stackability and portability and program-to-credit articulation.
- **Tier 5: Final Approval:** Administrative staff will compile all programs that meet Tiers 1-4 into a formal recommendation package for [approving agency/agencies] approval.

RECOMMENDED PRACTICE



In general, Workforce Pell eligible programs should also be eligible for funds under WIOA, including Title I funding. Ensuring these programs are on the state's ETPL will open up the potential for braided funding, while also providing other funding options should the program lose Workforce Pell eligibility.

RECOMMENDED PRACTICE



Strong quality assurance relies on cross-agency alignment. We recommend formal involvement from State Higher Education leadership (SHEEO/Systems), the Department of Labor/Workforce Development, and/or other agencies that are responsible for administering education and training programs in your state.

D. Federal Approval

Training providers with programs that are approved by [approving agency/agencies] board will receive a certification from the state, which is required to submit their programs for approval to the U.S. Department of Education (ED). Training Providers must notify the state when their programs are approved by ED.

Appeals

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

1. Within [to be filled] days from the date of the denial notice, the applicant may file an appeal with the [approving agency/agencies] by submitting a written statement appealing the denial and information as to why the training program should be eligible;
2. Applicants should also submit any documentation pertaining to the program that could support the appeal; and
3. The written appeal should be submitted to [approving agency/agencies].

All relevant parties will review the appeal and issue a written decision within 60 days of the receipt of the appeal.

Program Determination Timeline

To provide predictable planning cycles for participating institutions, the State adheres to a strict annual review calendar and processing timeline.

[Table 2. Example Timeline for Program Determination]

Milestone	Action	2026 - 2027 AY	2027-2028 AY and beyond
Annual Portal Opening	The application portal activates for the upcoming academic year.	[to be filled]	[to be filled]
Multi-Tiered Review	State agencies execute the completeness checks, program screening and data verification.	[to be filled]	[to be filled]
Application Deadline	The application window closes. Submissions received after this date may be deferred to later evaluation cycles.	[to be filled]	[to be filled]
Board Review & Decision	The [approving agency/agencies] convenes formal review sessions two times per fiscal year to issue final program determinations.	[to be filled]	[to be filled]

Milestone	Action	2026 - 2027 AY	2027-2028 AY and beyond
Determination Notice	The State issues formal Certification Letters of Approval or Notices of Application Denial to the applying institutions.	[to be filled]	[to be filled]
Appellate Filing Window	Denied training providers must submit their formal written appeal and all supporting evidence.	[to be filled]	[to be filled]
Final Appeal Decision	The independent Appeals Review Panel reviews the record, and a final, non-appealable administrative decision is issued.	[to be filled]	[to be filled]



RECOMMENDED PRACTICE

States should consider establishing two distinct timelines for Workforce Pell implementation to balance immediate setup with long-term sustainability:

- **Year One:** Focused on building the infrastructure, establishing governance, and launching a strong process to get the program off the ground.
- **Subsequent Years:** Focused on routine, strategic program approvals, and continuous quality evaluation, and scaling.

Key Questions for Decision-Makers:

- Will program applications be reviewed on a rolling basis, quarterly, twice a year, or annually?
- Does the approving agency/agencies have the staff capacity to support ongoing, rolling reviews, or are fixed windows necessary?
- How do these timelines align with existing academic calendars, and other federal policy review, data verification and plan update cycles?

Considerations for Bilateral Agreements

A distance education program may enroll students from a state outside that training provider’s home state if the Governors of the two states enter into a publicly published bilateral agreement. Agreements must meet the following conditions:

- The Governor of the state where the eligible participant resides, in consultation with **[state workforce board]**, must include the relevant occupations on the state’s list of approved occupations;
- The Governor of the state where the institution offering the program is located must determine, in consultation with **[state workforce board]**, that the program meets the Workforce Pell eligibility requirements; and
- The bilateral agreement must include provisions for data sharing between the states to support the calculation of program completion and job placement rates.

A training provider must request the development of such a bilateral agreement via letter to **[state entity]**. Letters must include the following:

- A list of the occupation(s) that are prioritized for Workforce Pell eligibility in both states.
- If the program prepares a student for licensure, evidence that the program fully prepares the student for licensure in the state they reside in.
- Proposal for how the states can share necessary student completion and employment data.
- Evidence of state and federal approval of the program for the Workforce Pell use in the state in which the institution is located.
- Letter of support from the state outside which the institution operates for entering into such agreement.

Ongoing Compliance and Maintenance

This policy and outcomes associated with Workforce Pell-eligible programs will be reviewed to assess the effectiveness of the priority occupations criteria or as implementation experience warrants.

Each year after the Workforce Pell-eligible program is approved, training providers must:

- Submit a list of all students who entered the program (including unique identifiers) who completed during the award year and the information necessary for [state office with wage records] to verify job placement.
- Report the published tuition and fees for the eligible program through a process determined by the U.S. Secretary of Education; and
- Maintain eligibility on the ETPL.

Moreover, training providers with eligible programs approved by the State of [state] must notify the [approving agency/agencies] when:

- The training provider voluntarily stops offering a program. If an institution voluntarily discontinues a failing eligible program, the institution may not reestablish a program with both the same four-digit CIP and identical SOC codes until two years after the date of losing eligibility.

A. Methodology and Policy Update Cycle

Additionally, the priority occupations list and accompanying determination policies (employer validation, stackability and portability, program-to-credit articulation) will be reviewed at least every two years by [approving agency/agencies], in alignment with the WIOA State Plan modification process. The priority occupations list may be reviewed more frequently if significant labor market shifts occur or federal guidance changes.

CONCLUSION

Education Strategy Group (ESG)'s support of Workforce Pell implementation is driven by our conviction that all learners deserve **access to high-quality pathways** and that **credentials should lead to good jobs or opportunities for longer-term education**. For years, our organization has been dedicated to closing the noncredit and credit divide and Workforce Pell presents a tremendous opportunity to foster authentic collaboration and shared data infrastructure between the two.

This model policy serves as a tool for state leaders to draft high-quality state program determination policies for Workforce Pell and to have robust mechanisms to validate that programs are aligned with priority occupations, employer validated, stackable and portable, and lead to additional credit-bearing certificate or degree programs. Moreover, it necessitates cross-agency collaboration between higher education and workforce agencies to set shared quality standards, approve programs, and maintain continuous improvement.

ESG owes a sincere note of gratitude to our state partners across the country for their thought partnership, including leaders from **Colorado, Illinois, Michigan, Minnesota, North Carolina, Ohio, Tennessee, and Washington**. This model policy derives from co-designing state program determination policies together.

DEFINITIONS

- **Accreditor:** Private educational associations recognized by the Department of Education that develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met. Institutions and/or programs that request an accreditor's evaluation and that meet an accreditor's criteria are then "accredited;"
- **CIP Code:** A taxonomy of instructional program classifications and descriptions developed by the U.S. Department of Education's National Center for Education Statistics (NCES). Specific programs offered by institutions are classified using a six-digit CIP code;
- **CIP-SOC Crosswalk:** CIP-SOC Crosswalk matches 6-digit CIP codes with 6-digit SOC codes based on their occupational and programmatic descriptions. Matching CIP and SOC codes means an academic program provides the skills and knowledge required to perform a given occupation;
- **Eligible Training Provider (ETP):** ETPs are the only entities that receive federal funding for training services, as defined in § 680.200, through an individual training account, must be included on the State's Eligible Training Provider List, and must be one of the following types of entities:
 - Institutions of higher education that provide a program leading to a recognized postsecondary credential;
 - Entities that carry out programs registered under the National Apprenticeship Act (29 U.S.C. 50 et seq.); or
 - Other public or private providers of training services, which may include:
 - Community-based organizations;
 - Joint labor-management organizations; and
 - Eligible providers of adult education and literacy activities under title II of WIOA if such activities are provided in combination with training services described in § 680.350;
- **Eligible Training Provider List (ETPL):** [State]'s list of approved training services providers that are eligible to receive federal workforce funding via Title I-B of the Workforce Innovation and Opportunity Act (WIOA);
- **Eligible Workforce Program:** An undergraduate program that meets strict statutory and regulatory criteria regarding its length, delivery, outcomes, and alignment with workforce needs for Workforce Pell eligibility;
- **High-Skill:** [insert state specific definition];
- **High-Wage:** [insert state specific definition];
- **In-Demand:** [insert state specific definition];
- **Non-Title IV-Eligible Provider:** Unaccredited entities or organizations that do not meet Title IV eligibility requirements to independently receive and disburse federal financial aid; an ineligible institution or organization may provide no more than 25 percent of the instruction for an eligible workforce program;
- **Participating Institution:** An eligible training provider that meets the standards for participation in Title IV, HEA programs in subpart B and has a current program participation agreement with the U.S. Secretary of Education;
- **Portable credential:** A credential is considered portable when it is recognized and accepted as verifying the qualifications of an individual in other settings, such as other geographic areas across the country, other educational institutions, or other industries or businesses;
- **Postsecondary Institution:** An institution that qualifies as:
 - An institution of higher education, as defined in 34 CFR § 600.4;
 - A proprietary institution of higher education, as defined in 34 CFR § 600.5; or
 - A postsecondary vocational institution, as defined in 34 CFR § 600.6;
- **Program Participation Agreement (PPA):** A formal agreement that an institution of higher education must enter into with the U.S. Department of Education to be eligible to participate in and disburse Title IV federal financial aid;
- **Program-to-Credit Articulation:** Formal articulation agreements, pre-evaluated credit for prior learning, or other policies written by institutions that apply industry-recognized certificates or certifications, occupational licenses, or registered apprenticeships towards academic credit for specific courses within a certificate or degree program;
- **Recognized Postsecondary Credential:** Includes an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship (defined under 29 CFR part 29,) a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree;

- **Registered Apprenticeship Program:** An industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience with a mentor, receive progressive wage increases, classroom instruction, and a portable, nationally-recognized credential. Registered Apprenticeships are industry-vetted and approved and validated by the U.S. Department of Labor or a State Apprenticeship Agency;
- **Short-Term Program:** A program of study that is at least 150 clock hours but less than 600 instructional clock hours, (or the credit hours equivalent) offered by an eligible training provider at least 8 but less than 15 weeks;
- **SOC Code:** Standard Occupational Classification (SOC) Code is used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data;
- **Stackable Credential:** A recognized postsecondary credential that, through attaining two or more credentials within the same or complementary occupational area(s), increases a learner’s likelihood of employment and increased wages, and provides seamless progression; a learner does not lose time or credit when transitioning into additional education and training; and
- **State Workforce Development Board:** A State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act and 20 CFR 679 Subpart A. In [state], this is [entity]. The State Workforce Development Board advises the Governor for Workforce Pell program determination and approval.