EDUCATION AND EMPLOYMENT RESEARCH CENTER

Noncredit Data Taxonomy 3.0 and Implementation Guide

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Short-term noncredit education and the non-degree credentials (NDCs) to which noncredit education can lead (e.g., certificates, certifications, licenses) are increasingly viewed as viable educational pathways, and interest is on the rise.[1] An estimated 4.1 million community college students are enrolled in noncredit offerings, accounting for 39 percent of all enrollments,[2] and recent surveys have found that many adults question the value of a four-year college degree considering the time, money, and effort involved.[3] At the same time, state investments in short-term educational programs have been increasing, approaching $8.1 billion.[4]

Despite the considerable role that noncredit instructional activity plays in higher education, the Integrated Postsecondary Education Data System (IPEDS) does not capture data on noncredit programs and enrollments at the federal level.[5] Collection and analysis of noncredit program data at the state level are inconsistent, and the scant data available make it challenging to conduct analyses on the value of short-term workforce programs. Prior research has shown that approximately three-quarters of states collect at least some data on noncredit offerings.[6] Though these data are limited, many states are making strides toward improving data collection.[7] The recent push toward Workforce Pell implementation, an important use case for robust noncredit data, has drawn national attention to available data and processes used to identify programs and assess their compliance with the program's rigorous guardrails.[8]

Noteworthy challenges faced by states include inconsistent definitions, lack of educational and labor market outcomes data, often poor data quality,[9] and challenges in connecting with other data sources that include NDCs. No US state has comprehensive data on all types of NDCs awarded by different entities.[10]

The limited nature of state-level noncredit data poses a range of problems:

- States and institutions where noncredit plays an important role are limited in demonstrating the value of their program offerings. Noncredit students are often undercounted, which can result in noncredit programming—a major activity, particularly for community colleges—being overlooked in the development of funding formulas and distribution.11 This can also lead to overestimates of per-student funding.[12]
- States and institutions face challenges in determining noncredit program quality in terms of whether and how programs lead to further education and/or gainful employment. This hinges on both analyzing outcomes data for students who participate in noncredit offerings and understanding the program characteristics associated with those outcomes.[13]
- Inconsistencies in the availability of noncredit and associated labor market outcomes data make comparisons difficult across programs, institutions, and states. These inconsistencies result in challenges to understanding the value and quality of short-term training, particularly for learners seeking to make decisions about what to invest time and money in, as well as for employers trying to evaluate the meaning of noncredit program offerings and NDCs in hiring.

To address these limitations, the Rutgers Education and Employment Research Center (EERC) and key partners have collaborated with state leaders as part of the State Noncredit Data Project (SNDP). The SNDP seeks to examine noncredit data in the service of three primary goals:

- Support states in building their noncredit data infrastructure by maintaining a comprehensive Noncredit Data Taxonomy with accompanying data elements based on foundational data sources and frameworks.
- Engage states in ongoing, open, and accessible shared learning about noncredit data.
- Position states around noncredit data use cases, such as Workforce Pell.

This updated Taxonomy 3.0 report offers a practical guide for improving the noncredit data infrastructure through (1) a review of additional national data sources and frameworks to inform the next edition of the Noncredit Data Taxonomy, (2) a presentation of the Noncredit Data Taxonomy 3.0 with operational definitions of data elements and identification of core elements, and (3) a how-to guide for entities interested in improving noncredit data collection that includes the identification of high-priority data elements and additional considerations for meeting the requirements of Workforce Pell.

Evolution of the Noncredit Data Taxonomy

The Noncredit Data Taxonomy 3.0 builds on two prior versions developed in earlier phases of the project.

Overview of Taxonomy 1.0 and 2.0

The first phase of this project was conducted in partnership with states with established noncredit community college data systems (Iowa, Louisiana, and Virginia) and based on the noncredit data these systems collected[14]. The result, Taxonomy 1.0., included 49 data elements distributed across four categories: ***purpose and design, outcomes, demographics and enrollment***, and ***finance***.

The second phase, which resulted in Taxonomy 2.0, included data from five additional state partners engaged in the process of improving or restructuring their state-level community/technical college noncredit data (Maryland, New Jersey, Oregon, South Carolina, and Tennessee) as well as insights learned from the New Jersey Department of Labor (NJDOL).[15] The second version of the taxonomy largely validated the first, with minor changes to the four categories reflected in the order of items as well as the addition of policy: ***purpose and design, outcomes, enrollment and demographics***, and ***finance and policy***. Though Taxonomy 2.0 remained conceptually consistent, the availability of more data added considerable detail; the analysis of NJDOL, in particular, resulted in significant expansion to 90 data elements.

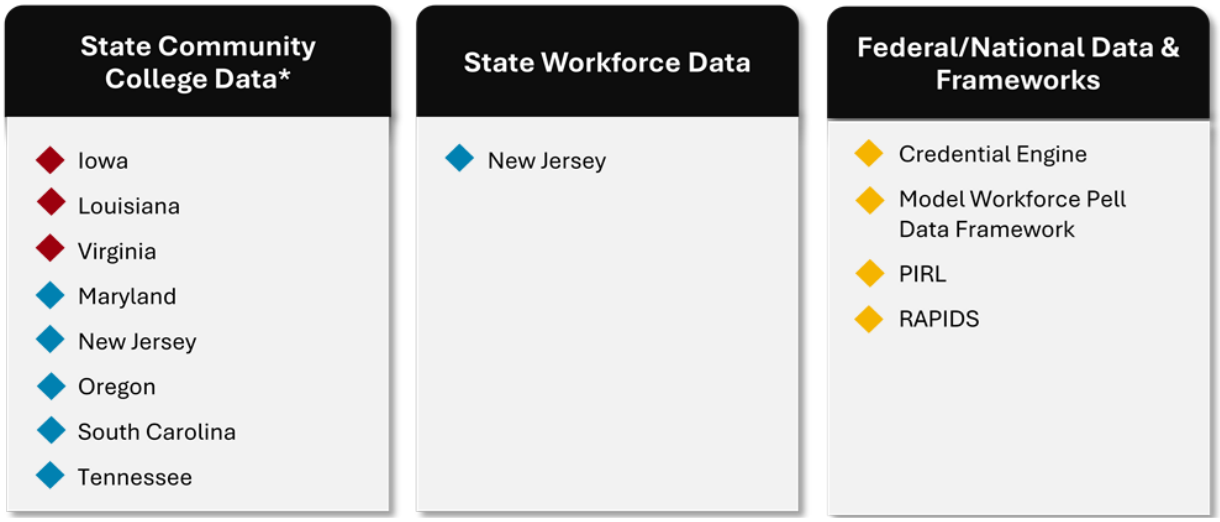
Data Sources and Frameworks in Taxonomy 3.0

The current phase includes the review of multistate or national data sources and frameworks by comparing them to the Noncredit Data Taxonomy 2.0. The purpose is to inform the development of Noncredit Data Taxonomy 3.0 through the revision of data categories and expansion of included data elements, as well as to conduct a review of common elements from states included in the first two phases of the project.

For Taxonomy 3.0, we also identified a list of core data elements that can lay the foundation for any noncredit data system. To develop Taxonomy 3.0, the project team compared Taxonomy 2.0 against (1) the most commonly collected data elements by states across the first two phases of the State Noncredit Data Project, (2) Workforce Pell guardrails and the Model Workforce Pell Data Framework, (3) Credential Engine's Credential Registry using the Credential Transparency Description Language (CTDL), (4) the Registered Apprenticeship Partners Information Data System (RAPIDS), and (5) US Department of Labor's (DOL) Participant Individual Record Layout (PIRL).

Figure 1 displays the states as well as the data sources and frameworks that informed the first two versions of the Noncredit Data Taxonomy. It also includes national data sources and frameworks that inform the 3.0 version.

***Figure 1.* Sources Informing Taxonomy 3.0**



The data sources and frameworks listed in Figure 1 are summarized in Table 1, with more complete descriptions in Appendix A.

Table 1: Data Sources and Frameworks

Data Sources & Frameworks	Description
Commonly Collected SNDP Data Elements	These are data elements commonly collected by SNDP partner states. A data element was determined to be commonly collected if at least half of the state community college data systems included the data element for more than one-third of noncredit offerings.*
Model Workforce Pell (WFP) Data Framework	The Model WFP Data Framework is the definitive guide for states to capture and organize data to document program eligibility and meet the articulated WFP guardrails.[16] The Framework was developed by the Workforce Pell Data Collaborative and was informed by a variety of organizations, including the SNDP.
Credential Engine's Credential Registry	The Credential Registry is "a repository of metadata about all types of credentials in an accessible format that lets people explore competencies, learning outcomes, up-to-date market values, and career pathways."[17]
US Department of Labor Participant Individual Record Layout (PIRL)	"PIRL provides a framework to help the public workforce development system meet federal reporting requirements while ensuring consistency and comparability across grantees and programs."[18]
Registered Apprenticeship Partners Information Database System (RAPIDS)	RAPIDS is the "primary platform for managing … apprentices, occupations, job openings, and other relevant program information."[19]

* Program-level data collection from research partner states drew from datasets ranging from the 2020–2021 to 2022–2023 academic years; thus, states may now collect additional data elements that are not represented in the analysis.

To aid in the development of the Noncredit Data Taxonomy 3.0, the research team reviewed the data sources and frameworks outlined above to document each element that aligned with Taxonomy 2.0. Our review reveals four important insights that inform the updated taxonomy. First, while the previous versions of the taxonomy were developed based on the program-level data maintained by state partners, most states do not capture all or nearly all of the data elements in the taxonomy. Second, the Model Workforce Pell (WFP) Data Framework and national data sources serve different analytical purposes. Unlike data sources, the Model WFP Data Framework is normative and identifies data elements that must be collected for short-term workforce programs to meet Workforce Pell eligibility. Third, the national data sources, including PIRL, RAPIDS, and Credential Registry, are descriptive. The sources show which data elements are already being collected across existing reporting systems and their alignment with the taxonomy. Fourth, previous iterations of the taxonomy focused more heavily on program-level noncredit data, while sources like PIRL and RAPIDS collect data elements at the individual level. Section-by-section data element comparisons can be found in Appendix B. While the focus is incorporating these national data sources and frameworks into Taxonomy 3.0, we do not discuss in-depth details and complex characteristics, such as units of analysis, in this report; these will instead be addressed in future taxonomy reports.

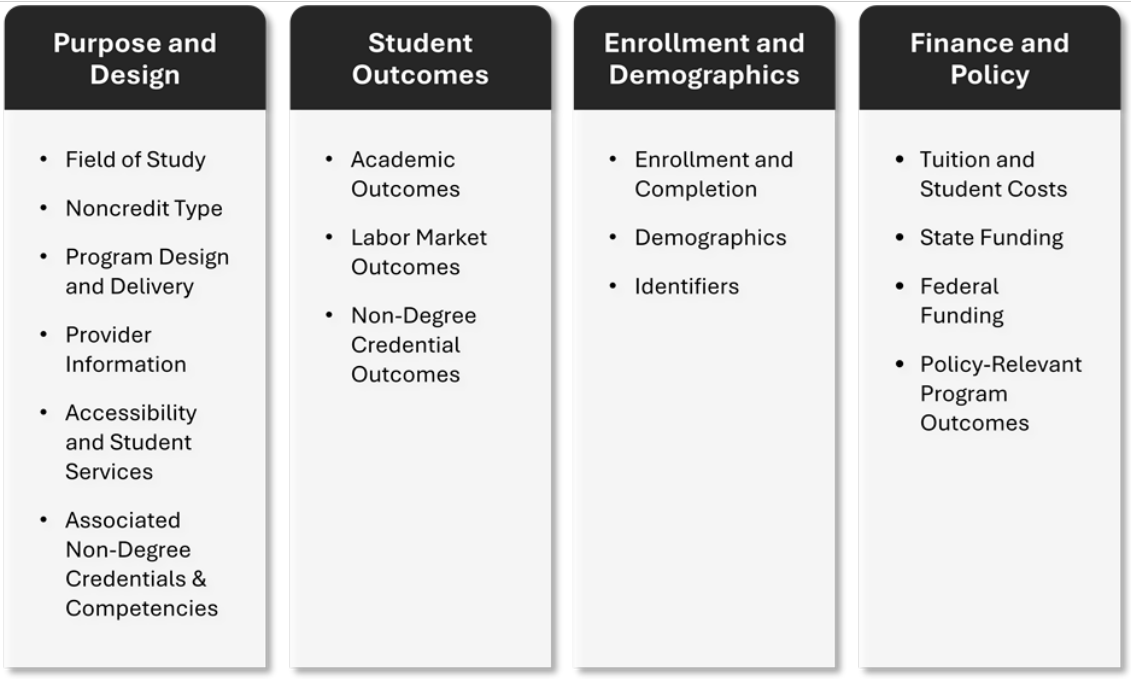
Modifications Reflected in Noncredit Data Taxonomy 3.0

The review resulted in a series of changes and refinements. The Noncredit Data Taxonomy 3.0 still includes four primary sections: ***purpose and design, student outcomes, enrollment and demographics,*** and ***finance and***

policy. The only change made to these main categories is the addition of "student" to add specificity to the outcomes section. This addition clarifies that the outcomes section is focused on student-level data, whereas outcomes-based data elements aligned with program offerings are in the purpose and design section.

As shown in Figure 2, Noncredit Data Taxonomy 3.0 also includes some realignment and consolidation of subsections, including the combination of *program design and delivery* as well as *accessibility and student services*. The updated version also expands credentials into a subsection involving *associated non-degree credentials and competencies*, the combination of *enrollment and completion* data, and the addition of a *policy-relevant program outcomes* portion of the finance section.

Figure 2. Noncredit Data Taxonomy 3.0



In all, Taxonomy 2.0 included 90 data elements, while Taxonomy 3.0 includes 119 data elements. In the new taxonomy, data elements were refined through a shift in focus from post-enrollment to post-completion; by using unique identifiers rather than institutional identifiers because not all providers are higher education institutions; and by separating state and federal funding sections. Finally, minor edits to data element names and operational definitions were made throughout and informed by the data sources and frameworks reviewed.

In addition to refinements based on the review of multiple data sources and frameworks, Taxonomy 3.0 includes the identification of an *SNDP Core* of 52 data elements that provides the foundation for robust data collection on noncredit programs and the students they serve. Each SNDP Core data element was identified based on the prevalence of data already collected as well as those data elements needed for a policy-relevant use case or key alignment with other data sources and frameworks. Finally, Taxonomy 3.0

also identifies SNDP data elements closely aligned with Workforce Pell implementation and the list of essential elements in the Model WFP Data Framework. This is not an exhaustive or definitive list of elements for Workforce Pell implementation; rather, it is a comparison between the Taxonomy 3.0 and Model WFP Data Framework, since the priority of the Noncredit Data Taxonomy is to develop the broader noncredit data infrastructure.

Noncredit Data Taxonomy 3.0

This section provides a detailed overview of the Noncredit Data Taxonomy 3.0. The following tables list the data elements and corresponding operational definitions for each of the four main Noncredit Data Taxonomy categories: purpose and design, student outcomes, enrollment and demographics, and finance and policy. The tables indicate whether each data element is categorized as part of the SNDP Core and/or a priority for Workforce Pell, later summarized in Table 2.

Category 1: Purpose and Design

Category	Data Element	Operational Definitions	SNDP Core	Workforce Pell
Field of Study	Course/Program Name	College- or state-level name for noncredit course/program	X	X
	Course/Program Description	Narrative description of a noncredit offering	X	
	CIP Code	6-digit CIP code	X	X
	State Program ID	State-issued program ID*		X
	SOC Code	Standard Occupational Classification code[20]	X	X
	NAICS Code	North American Industry Classification System code[21]		
	O*NET Code	Occupational Information Network code[22]		
	Career Cluster	Course/program alignment with 14 Career Clusters[23]		
	State-Specific Code	State code, if different from CIP or SOC		
Noncredit Type[24]	Occupational Training	"Noncredit occupational training is geared toward individuals seeking to gain or improve job skills leading to initial or better employment. These courses are most often available through an open registration process, do not follow a typical semester schedule, and are paid for by individuals through either their own resources or through third-party funding for which they are eligible."	X	X
	Sponsored Occupational (Contract) Training	"… similar to occupational training … arranged by special contract with organizations … can be specific training developed for an organization, or it can lead to some particular industry-based standard … delivered in a way most convenient for the contracting	X	X

Category	Data Element	Operational Definitions	SNDP Core	Workforce Pell
		organization … responds directly to local area needs."		
	Pre-College	"Primary courses/programs delivered include ABE, ESL instruction, GED preparation, and even some aspects of developmental studies. These are typically offered at no charge to the student other than testing fees, supplies, etc."	X	
	Personal Interest	"Common examples include ballroom dancing, cake decorating, and the like … are demand-driven, because students likely self-pay, and often reflect the needs, interests, and priorities of local communities."	X	
Program Design and Delivery	Number of Courses if Multi-Course Program	Number of noncredit courses required to complete a noncredit program		
	Total Contact (Clock) Hours	Required contact hours for each single-unit course/program and for multi-course programs: "A period of time consisting of (1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period; (2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or (3) 60 minutes of preparation in a correspondence course."[25]	X	X
	Length	Dates of offering (calendar duration) or number of instructional weeks	X	X
	Admission Requirements/ Common Conditions	Requirements for enrollment, which could include age, prerequisites, test scores, and other documentation and/or criteria[26]*		
	Program Start Date	Date on which each course/program offering begins	X	
	Program End Date	Date on which each course/program offering ends	X	
	Program Implementation Date	Date when course/program was first offered*		X
	Program Status	Course/program currently approved and enrolling students, inactive, or discontinued*		X
	Face-to-Face	Course/program is offered face-to-face	X	X
	Face-to-Face Location	Location where course/program with face-to-face component is offered: on campus, industry site, or other off campus location		
	Online	Course/program is offered online	X	X
	Blended	Course/program is offered in blended/hybrid format	X	X
	Competency-Based	Course/program is competency-based		

Category	Data Element	Operational Definitions	SNDP Core	Workforce Pell
	Work-Based Learning	Work-based learning required for course/program completion		
	Credential Stackability	Whether credentials earned stack to additional credentials		X
	Related Occupation is "High-Skill, High-Wage, or In-Demand"	Aligned with the requirements of high-skill, high-wage, or in-demand industry sectors or occupations as defined by the state for federal programs (Perkins, WIOA, Workforce Pell)*		X
	Articulates to Credit Program	Noncredit offering results in academic credit toward an established program at the same or another institution	X	X
	Method for Award of Academic Credit	Formal method for awarding academic credit*		X
	Related Credit Program Name	Name of program into which credit is articulated*		X
	Institution OPEID for Credit Articulation Program	Institutional ID for program into which credit is articulated*		X
	Faculty Data	Course/program instructors: permanent faculty who teach both credit and noncredit, permanent faculty who teach noncredit only, adjunct faculty, and/or external/contract faculty		
Provider Information	Provider Name	Name of training provider's organization or institution	X	X
	Provider ID (including OPEID)	ID number of training provider (including 8-digit OPEID)*		X
	Provider Type	Type of training provider (e.g., community college, private)		X
	Provider Title IV Program Participation Agreement (PPA) Expiration Date	Date through which program is approved by governor*		X
	Provider Accrediting Body	Institutional accrediting body*		X
	Outsourcing	Percent of course/program offered by another provider*		X
Accessibility and Student Services	Evening Courses	Course/program is offered in the evening		
	Transportation	Transportation availability (e.g., bus/train routes)		
	Access for Disabled	Format of offering is disability accessible		
	Language of Instruction	Offering is available in languages other than English		
	Career Advising	Availability of career advising for enrolled noncredit students		
	Academic Advising	Availability of academic advising for enrolled noncredit students		

Category	Data Element	Operational Definitions	SNDP Core	Workforce Pell
	US Department of Labor (US DOL) One-Stop Services	Availability of US DOL One-Stop services for enrolled noncredit students		
	Personal Counseling	Availability of personal counseling for enrolled noncredit students		
	Childcare Assistance and Services	Availability of childcare assistance and services for enrolled noncredit students		
Associated Non-Degree Credentials and Competencies	Industry Certification	Industry certifications are "awarded by industry certification bodies" and "awarded for third-party, independent competency assessment."[27]	X	X
	Occupational Licensure	Licenses are "awarded by government agencies" and "awarded for meeting requirements of an occupation."[28]	X	X
	College-Issued Certificate	Certificates are offered by many entities, including education providers (e.g., community colleges). Certificates can be awarded for participation, completion, achievement, or by assessment.[29]	X	
	Microcredentials	"Microcredentials verify, validate, and attest that specific skills and/or competencies have been achieved. They differ from traditional degrees and certificates in that they are generally offered in shorter or more flexible time spans and tend to be more narrowly focused."[30]	X	X
	Apprenticeship	Noncredit offering is part of the *related instruction* provided for a DOL-registered apprenticeship[31]	X	X
	Resulting Credential Name	Official name of earned credential*		X
	Competencies	Determination that course/program includes competencies aligned with high-skill, high-wage, or in-demand jobs*		X
	Resulting Credential Competencies	Determination that resulting credential is aligned with high-skill, high-wage, or in-demand jobs*		X
	Employer Hiring Criteria	Determination that course/program meets employer hiring criteria*		X
	Program-to-Credential Relationship	Description of how completion leads to credential attainment		X

*Informed by the Model Workforce Pell Data Framework (https://workforcepelldata.org/)

Category 2: Student Outcomes

Category	Data Element	Operational Definitions	SNDP Core	Workforce Pell
Academic Outcomes	Noncredit-to-Credit Transitions	Whether noncredit student enrolls in credit courses/programs	X	X
	Completion	Course/program completion data and type of available data (pass/fail, grades, complete/not complete, credential earned)	X	X
Labor Market Outcomes	Pre-Enrollment Employment	Student employment status before enrolling in offering		
	Post-Completion Employment	Student employment status after completing an offering	X	X
	Post-Completion Employment in Field	Student post-completion employment in a field aligned with the offering they completed (e.g., O*NET or SOC code)	X	X
	Pre-Enrollment Earnings	Student salary, wage, pay rate, and/or other measure of earnings before enrolling in an offering		
	Post-Completion Earnings	Student salary, wage, pay rate, and/or other measure of earnings after completing an offering	X	X
Non-Degree Credential Outcomes	Industry Certification	Student attainment of industry certification(s) "awarded by industry certification bodies" or "awarded for third-party, independent competency assessment"[32]	X	X
	Occupational Licensure	Student attainment of license(s) "awarded by government agencies" or "awarded for meeting requirements of an occupation"[33]	X	X
	College-Issued Certificate	Student attainment of certificate(s) offered by any entity (e.g., education providers). Certificates can be awarded for participation, completion, achievement, or by assessment.[34]	X	X
	Microcredentials	Student attainment of microcredential(s), which "verify, validate, and attest that specific skills and/or competencies have been achieved. They differ from traditional degrees and certificates in that they are generally offered in shorter or more flexible time spans and tend to be more narrowly focused."[35]	X	X
	Apprenticeship	Student attainment of DOL-registered apprenticeship credential[36]	X	X
	Date Credential Earned	Date on which associated credential earned*	X	X

*Informed by the Model Workforce Pell Data Framework (https://workforcepelldata.org/)

Category 3: Enrollment and Demographics

Category	Data Element	Operational Definitions	SNDP Core	Workforce Pell
Enrollment and Completion	Headcount	Aggregated duplicated/unduplicated enrollment by course/program	X	X
	Sections Delivered	Number of sections delivered for each offering		
	Registrations	Aggregated student course/program registrations for each offering	X	
	Contact Hours	Student contact hours	X	
	Start Date	Date student begins course/program	X	
	Completion Date	Date on which course/program was completed	X	X
	Last Date of Attendance (Non-Completers)	Non-completers' date of last attendance	X	X
	Basis for Withdrawal	Reason for withdrawal from course/program*		X
	Tuition Refund	Whether tuition refund was issued for student departing course/program*		X
Demographics	Race/Ethnicity	Student race/ethnicity	X	
	Age	Student age	X	
	Sex/Gender	Student sex/gender	X	
	Citizenship	Student citizenship status		
	Zip Code	Student zip code		
	State of Residence	Student state of residence	X	X
	County of Residence	Student county of residence		
	Disability Status	Student documented disability		
	WIOA Participant	Student receives WIOA funding through an Individual Training Account		
	English Learner Status	Student designated as an English Language Learner		
	Formerly Incarcerated	Student status as formerly incarcerated		
	Temporary Assistance for Needy Families (TANF)	Student TANF eligibility		
	Foster-Care Youth	Student status as a former foster-care youth		
	Housing Status	Student housing status		
	Highest Education at Enrollment	Highest level/degree earned prior to enrollment*		X
	Workforce Pell Student Eligibility	Student is Pell/Workforce Pell eligible*		X

Category	Data Element	Operational Definitions	SNDP Core	Workforce Pell
	Outside Financial Assistance Received by Student	Amount student receives in financial assistance other than Workforce Pell*		X
Identifiers	Social Security Number	SSN of enrolled student	X	X
	Driver's License/State ID	Student state driver's license or state identification number		
	Unique Identifier	Individual identifier assigned to each enrolled student		
	Name	Student name	X	X
	Birth Date	Student birth dates	X	X

*Informed by the Model Workforce Pell Data Framework (https://workforcepelldata.org/)

Category 4: Finance and Policy

Category	Data Element	Operational Definitions	SNDP Core	Workforce Pell
Tuition and Student Costs	Course/Program Tuition	Tuition for each offering	X	X
	Financial Aid	Financial aid availability for each offering		
	Fees	Mandatory fees charged for each offering other than tuition	X	X
	Other Costs	Other costs including books and supplies		X
	Total Costs	Total costs for each offering (tuition + fees)	X	X
State Funding	State Reimbursement	Course/program eligible for state funding through formula, enrollment, or similar funding	X	
	Economic Development Incentive	Course/program offered as an economic development incentive for new and/or expanding businesses		
	Other State Grants	Course/program eligible for other state funding		
Federal Funding	WIOA Eligible	Course/program eligible for WIOA funding (could be identified through an ETPL Program ID). WIOA is a federally funded program "designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in a global economy."[37]	X	
	Workforce Pell Eligible	Determined by the governor and US Department of Education to be a Workforce Pell–eligible course/program	X	X

Category	Data Element	Operational Definitions	SNDP Core	Workforce Pell
	Workforce Pell Program Approval Date	Date on which program was approved*		X
	Other Federal Grants	Course/program eligible for other federal funding		
Policy-Relevant Program Outcomes	Program Job Placement Rate	Rate of job placement among program completers*		X
	Program Job Placement Rate in Occupation	Rate of job placement in related occupation among program completers*		X
	Bilateral State Approval	Approval for cross-state approval based on data sharing and placement outcomes*		X
	Program Estimated Value-Added Earnings	Estimated value-added earnings as determined by the governor for each program*		X

*Informed by the Model Workforce Pell Data Framework (https://workforcepelldata.org/)

How-To Guide for Engaging the Noncredit Data Journey

Foundational work on the first two editions of the Noncredit Data Taxonomy along with the review based on national data sources and frameworks yielded valuable lessons on how to build the noncredit data infrastructure. The following five steps offer guidance for implementing the Noncredit Data Taxonomy 3.0 to enhance noncredit data collection.

Step 1: Inventory current noncredit data and partnerships and map state data governance.

States currently collecting noncredit data should begin with a complete inventory of all data elements aligned with the Noncredit Data Taxonomy 3.0. (States not currently collecting noncredit data should consider beginning with Step 2.) Next, determine where sources of noncredit data exist, examine the data for completeness, and determine whether operational definitions are consistent across institutions, as well as across other state-level or third-party data systems (e.g., certification or licensing bodies) as necessary. Data elements from different sources may have nuances in terms of the way they are defined and presented, but they can still be consistent in underlying meaning.

Additionally, data leaders should identify existing data partnerships, especially those needed for labor market outcomes, and evaluate internal system and state policy to ensure that clear guidelines are in place for data collection. Part of this evaluation is mapping state governance structures to determine the responsibilities of institutions in data collection, system-level reporting requirements, and both mandates and opportunities to connect with other state data repositories, such as State Longitudinal Data Systems, which may house outcomes and other relevant participant-level data.

Step 2: Begin with the SNDP Core data elements and build over time based on priorities.

After determining what is currently collected, develop an agenda to incrementally add data elements over time—SNDP refers to this process as the *Noncredit Data Journey.* The following are key principles to guide your plan:

- Focus on the SNDP Core (see summary presented in Table 2) within each category of the Noncredit Data Taxonomy 3.0.
- Determine state priorities and align data with a specific purpose. For example: (1) Workforce Pell, (2) state funding and accountability mandates, (3) strategic goals to pursue additional resources, and (4) alignment with state economic development priorities. The Model Workforce Pell Data Framework may be another helpful source to identify priorities.
- Consider consistent naming conventions for courses/programs statewide. While statewide or local course/program names may or may not be viable, connections with an established categorization system like noncredit types, CIP codes, and SOC or NAICS codes provide opportunities for consistent classifications.
- Strive to include outcomes (e.g., completion rates, labor market outcomes, attainment of non-degree credentials, and pursuit of subsequent credentials/programs), especially when data partnerships allow.

Table 2: SNDP Core and Additional Workforce Pell Essential Data Elements

Purpose and Design	Student Outcomes	Enrollment and Demographics	Finance and Policy
SNDP Core			
➢ Course/Program Name ➢ Course/Program Description ➢ CIP Code ➢ SOC Code ➢ Noncredit Type (Occupational Training, Sponsored/Contract, Pre-College, Personal Interest) ➢ Total Contact (Clock) Hours ➢ Length ➢ Program Start Date ➢ Program End Date ➢ Program Delivery (Face-to-Face, Online, Blended) ➢ Articulates to Credit Program ➢ Provider Name ➢ Associated Non-Degree Credentials (Industry Certification, Occupational Licensure, College-Issued Certificate, Microcredentials, Apprenticeship)	➢ Noncredit-to-Credit Transitions ➢ Completion ➢ Post-Completion Employment ➢ Post-Completion Employment in Field ➢ Post-Completion Earnings ➢ Non-Degree Credential Outcomes (Industry Certification, Occupational Licensure, College-Issued Certificate, Microcredentials, Apprenticeship) ➢ Date Credential Earned	➢ Headcount ➢ Registrations ➢ Contact Hours ➢ Start Date ➢ Completion Date ➢ Last Date of Attendance (Non-Completers) ➢ Race/Ethnicity ➢ Age ➢ Sex/Gender ➢ State of Residence ➢ Social Security Number ➢ Name ➢ Birth Date	➢ Course/Program Tuition ➢ Fees ➢ Total Costs ➢ State Reimbursement ➢ WIOA Eligible ➢ Workforce Pell Eligible
Additional Workforce Pell Essential Elements not Included in the SNDP Core			
➢ State Program ID ➢ Program Implementation Date ➢ Program Status ➢ Credential Stackability ➢ Related Occupation is "High-Skill, High-Wage, or In-Demand" ➢ Method for Award of Academic Credit ➢ Related Credit Program Name ➢ Institution OPEID for Credit Articulation Program ➢ Provider ID (Including OPEID) ➢ Provider Type ➢ Provider Title IV Program Participation Agreement (PPA) Expiration Date ➢ Provider Accrediting Body ➢ Outsourcing ➢ Resulting Credential Name ➢ Competencies ➢ Resulting Credential Competencies ➢ Employer Hiring Criteria ➢ Program-to-Credential Relationship		➢ Basis for Withdrawal ➢ Tuition Refund ➢ Highest Education at Enrollment ➢ Workforce Pell Student Eligibility ➢ Outside Financial Assistance Received by Student	➢ Other Costs ➢ Workforce Pell Program Approval Date ➢ Program Job Placement Rate ➢ Program Job Placement Rate in Occupation ➢ Bilateral State Approval ➢ Program Estimated Value-Added Earnings

Step 3: Choose a data platform that allows for interconnectivity.

Noncredit data platforms vary across institutions and states. While some institutions may still use simple solutions like spreadsheets and local databases, others consolidate an array of data on all credit and noncredit students into a single, unified student information system. Consider goals in your state. If the intent is consistent and streamlined noncredit data reporting, then a consistent system for all noncredit data may fit that need. If the intent is to implement noncredit-to-credit articulation, then a robust student information system across educational functions is essential. In addition, the implementation of Workforce Pell may also require systems that function with financial aid and noncredit-to-credit articulation.

Step 4: Build data partnerships to collect outcomes data.

Depending on the data priorities identified in Step 2, engage in a process to develop additional data partnerships that may not already be in place. The collection of outcomes data, particularly for labor market outcomes and non-degree credentials, can be challenging because higher education institutions and state systems typically do not serve as central repositories for such data. Information on licensure, for example, tends to be maintained through state agencies for fields like health care and commercial driving; industry groups often award industry-based credentials; and data on certifications are usually hosted by external third parties. Workforce agencies often maintain data on labor market outcomes. As a result, measuring outcomes requires the development and/or enhancement of data partnerships.

Step 5: Engage statewide and national data ecosystems.

Workforce Pell provides a powerful use case and leverage point to expand noncredit data collection efforts already underway nationally. Now is an opportune time for institutions, higher education systems, and state agencies to engage in data improvement together. SNDP leads a National Learning Community open to anyone and convenes Specialized Working Groups exclusively for state-level entities interested in improving noncredit data, but these are not the only avenues for collaboration. Institutions can collaborate with their state leaders; state agencies can engage in State Longitudinal Data System work; and all can remain aware of other national efforts.

No single agency, organization, or framework can successfully guide and ultimately build a comprehensive noncredit data system; this is a goal that requires collaboration. Collaboration among state agencies may already be taking place for federal PIRL and RAPIDS reporting and for the utilization of data frameworks such as the Model Workforce Pell Data Framework and Credential Engine's Credential Registry. Coordination, partnership, and alignment will result in a stronger focus on noncredit data and an enhanced noncredit data infrastructure.

Appendix A

Descriptions of Data Sources and Framework

Each of the data sources described below was reviewed to inform the development of Taxonomy 3.0. Appendix B includes the results of that review.

Commonly Collected State Noncredit Data Project Data Elements

Our review of program-level noncredit data from eight SNDP research partner states[38] revealed the most commonly collected data elements within Taxonomy 2.0. Alignment of a data element with Taxonomy 2.0 occurs if at least half of the state community college data systems included the data element for more than one-third of noncredit offerings.[39]

Workforce Pell/Model Workforce Pell Data Framework

The list of noncredit data elements in Taxonomy 2.0 was compared with Workforce Pell guardrails articulated in H.R. 1, which was passed on July 4, 2025, and authorized Pell Grants for programs that require 150 to 599 hours of instruction and are 8–14 weeks in length.[40] Additional alignment with data elements along with the identification of gaps in Taxonomy 2.0 followed a review of the latest draft of regulations released as a part of the Negotiated Rulemaking process in December 2025[41] as well as the "essential" items list included in the Model Workforce Pell (WFP) Data Framework,[42] which was created by the Workforce Pell Data Collaborative led by the Strada Education Foundation and informed by the SNDP Noncredit Data Taxonomy and other national data frameworks. The Model WFP Data Framework is the definitive guide for states (beyond just noncredit programs) implementing Workforce Pell. Taxonomy 3.0 now includes all of the Model WFP Data Framework essential elements, recognizing the highly complementary purposes of the taxonomy and the guide for Workforce Pell data implementation.

Credential Engine Credential Registry

Credential Engine is a national nonprofit aiming to map credentials, qualifications, and skills across the United States, including those resulting from noncredit education. Credential Engine developed a centralized, cloud-based Credential Registry as a repository to host continuously updated program information using its standardized Credential Transparency Description Language (CTDL) schema, which describes data elements and allows users to search and assess credential data and their relations. Credential Engine is broadly focused; any credential provider can, after account approval, publish the credentials they offer into the Credential Registry, along with the associated characteristics of the credential, program, course/courses, pathways, organization, skills/competencies, and other details.[43] Credential Engine also requires certain minimum data elements to publish on the Credential Registry, as well as recommended options. More recently, Credential Engine has modified its Credential Registry to allow users to publish data elements aligned with multiple categories of the Model Workforce Pell Data Framework. For this review, the research team worked with colleagues from Credential Engine to determine which data elements are captured in the Credential Registry.

Department of Labor (and WIOA) Participant Individual Record Layout (PIRL)

PIRL is a standardized individual-level federal data system used to assess the performance of federal grant-funded workforce programs that is developed and maintained by the US Department of Labor (DOL) as part of WIOA and administered by DOL's Education and Training Administration (ETA). States are required to report their data quarterly to the federal government using PIRL as the standard framework for consistency and comparability across programs.[44] PIRL is used for reporting on multiple DOL workforce programs that have both overlapping and unique data requirements as well as on certain Department of Education programs.[45] State DOLs may coordinate with other state agencies and case management systems to collect and report data on different programs that are active in a state using one "full" PIRL submission.[46] Our focus for noncredit here is on the DOL-only PIRL (ETA-9172) schema, which includes all required data elements for WIOA programs as well as for other DOL programs (e.g., registered apprenticeships). Data elements included for PIRL are required data elements across any of the programs in the DOL-only PIRL schema that may cover noncredit training.[47]

Registered Apprenticeship Partners Information Database System (RAPIDS)

Maintained by the US DOL, RAPIDS is an administrative system for managing apprentices, occupations, job openings, and other program information for registered apprenticeship programs.[48] Currently, 43 states use RAPIDS as a case management system comprising individual-level and basic program data.[49] The remaining states (and territories) manage registered apprenticeship data through their own statewide performance systems and submit individual-level apprentice data into RAPIDS through a data portal.[50] The data elements included for RAPIDS were identified as mandatory reporting in the "RAPIDS 2.0 Program Sponsor's User Guide."[51]

Appendix B

Toward Taxonomy 3.0: Review of Taxonomy 2.0 with Relevant Data Sources and Frameworks

In an effort to inform Taxonomy 3.0, the SNDP conducted a review of Taxonomy 2.0 against the data sources and frameworks described in Appendix A. Each entry marked with an "X" in Tables B1–B4 below denotes alignment between Taxonomy 2.0 and the source/framework. Items that are shaded in the tables in this section were not in Taxonomy 2.0 but were added to 3.0 based on this review of additional data sources and frameworks.

Purpose and Design

Many of the basic data elements collected in states mirror what is required for Workforce Pell, including course names, types, CIP codes (6-digit needed), and clock hours. Some of the necessary data elements for Workforce Pell reflect emergent priority areas for noncredit data as well as noncredit programming. However, covering all data elements required for Workforce Pell program identification necessitates a significant expansion of data elements in our Taxonomy 3.0, especially in the area of program purpose and design. Consequently, some of the additions we made include calendar length, SOC codes, program implementation and status data, whether instruction is outsourced, institutional accreditation, and a series of workforce-related elements including credential stackability, noncredit-to-credit articulation, the designation of being aligned to a "high-skill, high-wage, or in-demand" occupation, and related items. It also became clear that O*NET and NAICS codes, data elements highlighted in Table B1 as recommended additions to Taxonomy 3.0, would be extremely valuable, as their inclusion would allow the taxonomy to provide data on all industry-focused codes for potential alignment and analysis.

The Credential Registry, PIRL, and RAPIDS all may have data elements that are closely related to, or that can be derived from (e.g., combined with another) but not exactly aligned to, the data elements we define in the taxonomy.[52] In these cases, we would still count the data source as containing that data element in the inventory.[53] For example, Credential Engine's Credential Registry focuses on information about credentials and associated characteristics rather than individual-level data, but allows users to submit program-level data aggregated from the individual-level..[54] Recommended data benchmarks for different types of credentials sometimes overlap or differ completely.[55] Data in the federally-maintained PIRL system do not include specific program names from providers, but rather the type of program training, which fits into Taxonomy 3.0; thus, while data elements in PIRL may differ slightly from those in the taxonomy, they are still aligned and included.[56] It is also worth noting that states are required to submit PIRL data on their registered apprenticeships, and consequently, there is some overlap among data elements between PIRL and RAPIDS.

Table B1: Purpose and Design: Data Elements and Alignment

Category	Data Element	Data Source Alignment				
		SNDP Common	Model Workforce Pell Data Framework (Essential)	Credential Registry	PIRL	RAPIDS
Field of Study	Course/Program Name	X	X	X		X
	Course/Program Description		X	X		
	CIP Code	X	X	X	X	
	State Program ID		X			
	SOC Code		X	X	X	
	NAICS Code			X	X	X
	O*NET Code			X	X	
	Career Cluster			X		
	State-Specific Code			X	X	
Noncredit Type[57]	Occupational Training, Sponsored Occupational (Contract) Training, Pre-College, Personal Interest	X	X	X	X	
Program Length and Admission	Number of Courses if Multi-Course Program					
	Total Contact (Clock) Hours for Offerings	X	X	X		X
	Calendar Length		X	X	X	X
	Admission Requirements			X		
Delivery	Face-to-Face	X	X	X	X	
	Face-to-Face Location			X		
	Online	X	X	X	X	
	Blended	X	X	X	X	
	Competency-Based			X	X	
	Work-Based Learning			X	X	X
	Faculty Data					
	Program Start Date			X		X
	Program End Date			X		X
	Program Implementation Date		X	X		
	Program Status		X	X		
Accessibility	Evening Courses			X		
	Transportation			X	X	
	Access for Disabled			X		
	Language of Instruction			X		
	Provider Name		X	X		X

Category	Data Element	Data Source Alignment				
		SNDP Common	Model Workforce Pell Data Framework (Essential)	Credential Registry	PIRL	RAPIDS
Provider Information	Provider ID (Including OPEID)		X	X		X
	Provider Type		X	X	X	X
	Outsourcing		X			
	Provider Title IV Program Participation Agreement (PPA) Expiration Date		X			
	Provider Accrediting Body		X	X		
Student Services	Career Advising			X	X	
	Academic Advising			X	X	
	US DOL One-Stop Services			X	X	
	Personal Counseling			X		
	America's Job Bank/America's Talent Bank			X		
	Childcare Assistance and Services			X	X	
Associated Non-Degree Credentials	Industry Certification	X	X	X	X	
	Occupational Licensure		X	X	X	
	College-Issued Certificate			X	X	
	Microcredentials		X	X		
	Apprenticeship		X	X	X	X
Additional Academic and Workforce Relevance	Credential Stackability		X	X		
	Related Occupation is "High-Skill, High-Wage, or In-Demand"		X	X		
	Articulates to Credit Program		X	X		
	Method for Award of Academic Credit		X	X		
	Related Credit Program Name		X	X		
	Institution OPEID for Credit Articulation Program		X	X		
	Competencies		X	X		
	Employer Hiring Requirements		X	X		
	Resulting Credential Name		X	X		
	Resulting Credential Competencies		X	X		

Outcomes

Over time, outcomes have been the most challenging data elements to collect for SNDP partners, but they provide essential data to measure noncredit program quality and, in the current environment, Workforce Pell program eligibility considering the rigorous guardrails. When reviewing the guardrails, the current SNDP outcomes data elements in Taxonomy 2.0 cover data requirements, including certifications, program completions, and job placement, with one exception. Beginning in 2029–2030, Workforce Pell will require that a completer not only be employed but be employed in a field related to the noncredit program. This type of calculation will require enhanced wage records that include the field of employment, which necessitates an addition to the taxonomy data elements. (This and other additions to Taxonomy 3.0 appear as highlighted items in Table B2.) While key program outcomes are provided in other sections as they are relevant to Workforce Pell implementation, Taxonomy 3.0 shapes this section around student outcomes.

The review of RAPIDS, PIRL, and the Credential Registry offers additional nuances but largely confirms the current list of SNDP outcomes data elements. RAPIDS collects start and exit wages, but reporting wage schedules is optional. PIRL has the most robust set of outcomes data relative to the other data sources in this report. Also worth noting is that PIRL covers certain outcomes for registered apprenticeships that may overlap with outcomes in RAPIDS. Data elements on aggregate outcomes are recommended but optional on the Credential Registry. Among credentials on the Registry, only about 4 percent have any data elements across all outcome categories, which reflects the missingness seen when reviewing noncredit datasets among SNDP partners. While additional work needs to be done to capture noncredit outcomes data, many of the data elements in the taxonomy seem appropriate moving forward.

Table B2: Outcomes: Data Elements and Alignment

Category	Data Element	Data Source Alignment				
		SNDP Common	Model Workforce Pell Data Framework (Essential)	Credential Registry	PIRL	RAPIDS
Academic Outcomes	Noncredit-to-Credit Transitions		X	X		
	Completion	X	X	X	X	X
	Exit Date (Non-Completers)		X		X	X
Labor Market Outcomes	Pre-Enrollment Employment			X	X	
	Post-Enrollment Employment		X	X	X	
	Post-Enrollment Employment in Field		X	X	X	
	Pre-Enrollment Salary/Wage			X	X	X
	Post-Enrollment Salary/Wage		X	X	X	
Non-Degree Credential Outcomes	Industry Certification		X	X	X	
	Occupational Licensure		X	X	X	
	College-Issued Certificate		X	X	X	
	Microcredential		X	X		
	Apprenticeship		X	X	X	X
	Date Credential Earned		X		X	

Enrollment and Demographics

Alignment of SNDP data elements with other data sources and frameworks is largely determined by the collection of individual- versus program-level data. While SNDP data elements were identified based on the analysis of program-level data, the state datasets also included some aggregated student-level enrollment and demographic data. Thus, many of the data elements in the taxonomy are commonly collected by SNDP partner states. Data elements from the national data sources we incorporated into Taxonomy 3.0 also had a mix of program- and student-level data. The Credential Registry is focused on credential-associated data at the program level and therefore may include aggregated data on enrollment and demographics, but it does not collect data on individual learners. PIRL and RAPIDS, by contrast, collect participant-level data, so most data elements in the taxonomy are included in those data inventories. Finally, the Model Workforce Pell Data Framework includes data pillars for employer alignment, programs, participants, and employment and pathways.

Workforce Pell implementation necessitates the addition of several data elements, including dates of attendance, completion, and/or departure, along with data involving withdrawals and refunds, prior educational attainment levels, and eligibility for financial aid. Those items are highlighted in Table B3, indicating that they are recommended additions to Taxonomy 3.0.

Due to the different purposes of the data sources and frameworks, nuances arise in how similar data are included and aligned. For example, institutional identifiers (a higher education construct) may not be relevant for RAPIDS users, but RAPIDS includes various unique identifiers for apprentices, including an apprentice ID, state ID, and RAPIDS ID, which may necessitate a change to that data element in the taxonomy for more universal usage.

It is important to note that the inclusion of a data element within any given dataset is no guarantee that those data are collected, as the SNDP has learned over time with partner states that have high levels of missingness among the captured demographic data. Another reason for missingness within datasets is "opting out": For example, while demographic data are required in RAPIDS, some data elements (education level and race) provide the options "do not wish to answer" or "unknown." Demographic as well as enrollment data are not required for users submitting to the Credential Registry, which may result in their missingness. An important lesson is that even if data elements are listed as required or collected information, some values may be missing or lack meaningful information. Table B3 compares the enrollment and demographics section of Taxonomy 2.0 with the data elements included in other sources and frameworks and identifies additions for Taxonomy 3.0. (Additions are highlighted.)

Table B3: Enrollment and Demographics: Data Elements and Alignment

Category	Data Element	Data Source Alignment				
		SNDP Common	Model Workforce Pell Data Framework (Essential)	Credential Registry	PIRL	RAPIDS
Enrollment	Headcount	X	X	X		X
	Sections Delivered					
	Enrollment Date				X	X
	Completion Date		X		X	X
	Last Date of Attendance (Non-Completers)		X		X	
	Basis for Withdrawal		X		X	X
	Tuition Refund		X			
	Contact Hours	X	X	X		
	Registrations			X		
Demographics	Race/Ethnicity	X		X	X	X
	Age	X		X	X	X
	Sex/Gender	X		X	X	X
	Citizenship					
	Zip Code			X	X	X
	State of Residence		X	X	X	X
	County of Residence			X	X	
	Disability Status			X	X	X
	WIOA Participant			X	X	
	English as a Second Language			X	X	
	Formerly Incarcerated			X	X	X
	Temporary Assistance for Needy Families (TANF)				X	
	Foster-Care Youth				X	
	Housing Status				X	
	Highest Education at Enrollment		X	X	X	X
	Workforce Pell Student Eligibility		X			
	Outside Financial Assistance Received by Student		X	X	X	
Identifiers	Social Security Number	X	X		X	X
	Driver's License/State ID				X	
	Institutional Identification Number (i.e., Unique Identifier)	X			X	X
	Name	X	X			X
	Birth Date	X	X		X	X

Finance and Policy

Considering that finance and policy data elements are largely associated with traditional for-credit higher education–based offerings, a lack of alignment with Taxonomy 2.0 was expected. SNDP partner states have historically captured little noncredit financial data at the state level, including tuition and fees, but that may change over time with the implementation of Workforce Pell and its Value-Added Earnings requirement, which mandates that costs do not exceed the potential economic gains for students. In addition, program-level data associated with policy, such as the calculation of program-level outcomes, Workforce Pell program approvals, and the existence of bilateral agreements to allow for cross-state enrollment, are critical for implementation and thus required the addition of new data elements in the taxonomy.

Taxonomy 2.0 data elements, shown in Table B4, were highly aligned with Credential Registry's framework, which is focused on credentials and associated data, but we see less alignment with the more workforce-oriented data repositories of PIRL and RAPIDS.[58] The alignment of these data sources and frameworks did not necessitate the addition of new data elements.

Table B4: Finance and Policy: Data Elements and Alignment

Category	Data Element	Data Source Alignment				
		SNDP Common	Model Workforce Pell Data Framework (Essential)	Credential Registry	PIRL	RAPIDS
Tuition and Student Costs	Course/Program Tuition		X	X	X	
	Financial Aid			X	X	
	Books and Supplies			X	X	
	Fees		X	X	X	
	Other Costs		X	X	X	
	Total Costs		X	X		
State and Federal Funding	State Reimbursement	X		X		
	Economic Development Incentive			X		
	Other Federal Grants			X	X	X
	Other State Grants			X		
WIOA Information	WIOA-Eligible Training Provider by Course/Program	X		X	X	
	ETPL Agency			X		
	ETPL Submission			X		
	ETPL Approval			X		
	ETPL Expiration					
Policy-Relevant Program Outcomes	Bilateral State Approval		X	X		
	Workforce Pell Program Approval Date		X	X		
	Program Job Placement Rate		X	X		
	Program Job Placement Rate in Occupation		X	X		
	Program Estimated Value-Added Earnings		X	X		

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[31] ApprenticeshipUSA. (2015). *A quick-start toolkit: Building registered apprenticeship programs*. US Department of Labor. https://apprenticeshipusa.workforcegps.org/resources/2015/04/20/10/20/A_Quick_Start_Toolkit_Building_Registered_Apprenticeship_Programs

[32] Workcred, 2021.

[33] Workcred, 2021.

[34] Workcred, 2021.

[35] Educause (2025). *Earn and display your microcredentials*. https://www.educause.edu/microcredentialing/earn-and-display-your-microcredentials

[36] ApprenticeshipUSA, 2015.

[37] US Department of Labor. (n.d.). *Workforce Innovation and Opportunity Act*. https://www.dol.gov/agencies/eta/wioa

[38] Van Noy, M., D'Amico, M., Peterson, E. K., Vinton, J., Hilliard, T., Srivastava, A., Xu, D., & Bahr, P. (2024). *State noncredit data infrastructure cross-state report*. Rutgers Education and Employment Research Center. https://sites.rutgers.edu/state-noncredit-data/wp-content/uploads/sites/794/2024/11/SNDP_Cross-State-Report_11.2024.pdf; D'Amico, M., Van Noy, M., Srivastava, A., Bahr, P., & Xu, D. (2023). *The state community college noncredit data infrastructure: Lessons from Iowa, Louisiana, and Virginia*. Rutgers Education and Employment Research Center. https://sites.rutgers.edu/state-noncredit-data/wp-content/uploads/sites/794/2023/08/The-State-Community-College-EERC-8.2023.pdf

[39] Program-level data collection from research partner states drew from datasets ranging from the 2020–2021 to 2022–2023 academic years; thus, states may now collect additional data elements that are not represented in the analysis.

[40] H.R. Res. 1, 119th Congress (2025, July 4). An act to provide for reconciliation pursuant to title II of H. Con. Res. 14. (enacted). https://www.congress.gov/bill/119th-congress/house-bill/1/text

[41] US Department of Education. *Part 600—Institutional eligibility under the Higher Education Act of 1965, as amended*. https://www.ed.gov/media/document/draft-consensus-language-workforce-pell-december-12-2025-113151.pdf

[42] Workforce Pell Data Collective, 2026.

[43] Information can be published to the Credential Registry through numerous tools, including through an Application Programing Interface (API), bulk upload, or manual entry.

[44] Quarterly submissions are made by states using the Workforce Integrated Performance System (WIPS), which validates data and checks for accuracy. See the PIRL reporting resource (Employment and Training Administration, 2021) for more information.

[45] Employment and Training Administration, 2021.

[46] Interview with PIRL consultant.

[47] List of workforce programs covered by the DOL-only PIRL (ETA-9172): Wagner-Peyser Act Employment Service, WIOA Adult, WIOA Dislocated Worker, WIOA Youth, National Dislocated Worker Grants (DWG), Trade Adjustment Assistance (TAA), National Farmworker Jobs Program (NFJP), Indian and Native American Program (INAP), Reentry Employment Opportunities (Adult),

Reentry Employment Opportunities (Youth), YouthBuild, Jobs for Veterans State Grants (JVSG), H-1B Job Training Grants, Job Corps, Senior Community Service Employment Program (SCSEP), Apprenticeships.

[48] Employment and Training Administration. (n.d.) *Registered apprenticeship partners information database system (RAPIDS)* [Data set]. Data.gov. https://catalog.data.gov/dataset/registered-apprenticeship-partners-information-database-system-rapids-dataset

[49] ApprenticeshipUSA. (n.d.) *Apprentices by state* [Data set]. US Department of Labor. https://www.apprenticeship.gov/data-and-statistics/apprentices-by-state-dashboard

[50] ApprenticeshipUSA, n.d., *Apprentices*.

[51] Appteon, Inc. (2019, June 31). *RAPIDS 2.0 Program Sponsor's User Guide*. Department of Labor, Employment and Training Administration, Office of Apprenticeship. https://dam.assets.ohio.gov/image/upload/jfs.ohio.gov/Apprentice/pdf/RAPIDS-Sponsor-Guide.pdf

[52] Though not collected via RAPIDS per the *RAPIDS 2.0 Program Sponsor's User Guide* (Appteon, 2019), CIP and SOC codes are identified via a crosswalk and are reported in the public interactive data and the research-use extracts.

[53] For example, while our taxonomy has one subcategory, *disability access*, the Credential Registry has one broad category for *student support services*, which can capture disability access. As another example of this type of case, PIRL data captures the actual individual-level use of services like career advising. Career advising, defined by us in terms of program availability of the service, would still be counted as present for PIRL in our inventory.

[54] Credential Registry's required data elements include credential name, type, description, status, primary language (of the credential), and a webpage describing the credential. All submissions are automatically assigned a Credential Transparency Identifier (CTID) that is unique to each credential on the Credential Registry. In addition, the Registry may have different and multiple types of unique IDs for providers (e.g., IPEDS, OPEID, FEIN, or an alternative).

[55] Different types of credentials on the Credential Registry include apprenticeships, certifications, licenses, certificates, and degrees. Recommended data elements that overlap all credentials include estimated cost, duration, industry type, requirements, jurisdiction, accreditation and approval, and what the credential prepares learners for.

[56] While PIRL data are collected by states and reported to US DOL, there is no state-specific code in these data. However, PIRL collects the state and zip code of each individual's residence. PIRL's calendar length can be defined by dates participants enter and withdraw/complete training. PIRL data on competency-based training is only collected for apprenticeships (versus time-based, or both). In PIRL, ETPL provider type can be determined by UNIT ID based on IPEDS or unique state-level ID. Apprenticeships in PIRL are required to report a specific provider type (e.g., voc/tech school, community college, etc.).

[57] D'Amico, 2017; D'Amico, M. M., Morgan, G. B., Robertson, S., & Houchins, C. (2014). An exploration of noncredit community college enrollment. *Journal of Continuing Higher Education, 62*(3), 152–162. https://doi.org/10.1080/07377363.2014.953438

[58] For PIRL, certain data elements are only required for particular programs. For example, course/program tuition is only a required data element for the TAA program. Additionally, as a federal dataset and framework, PIRL focuses on student data for different DOL programs that fund training. While it collects data on providers and types of programs, it does not collect data on the names of providers' individual courses/programs.