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Education and Employment Research Center
School of Management and Labor Relations

# Noncredit Data: The Workforce Pell Imperative and Beyond

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SHEEO Policy Conference
August 2026

# Setting the Stage: Noncredit Education

**Students seek to "prepare for a new job, remain current in one's field, or advance within an existing job"** (Cronen & Murphy, 2013, p. 6)

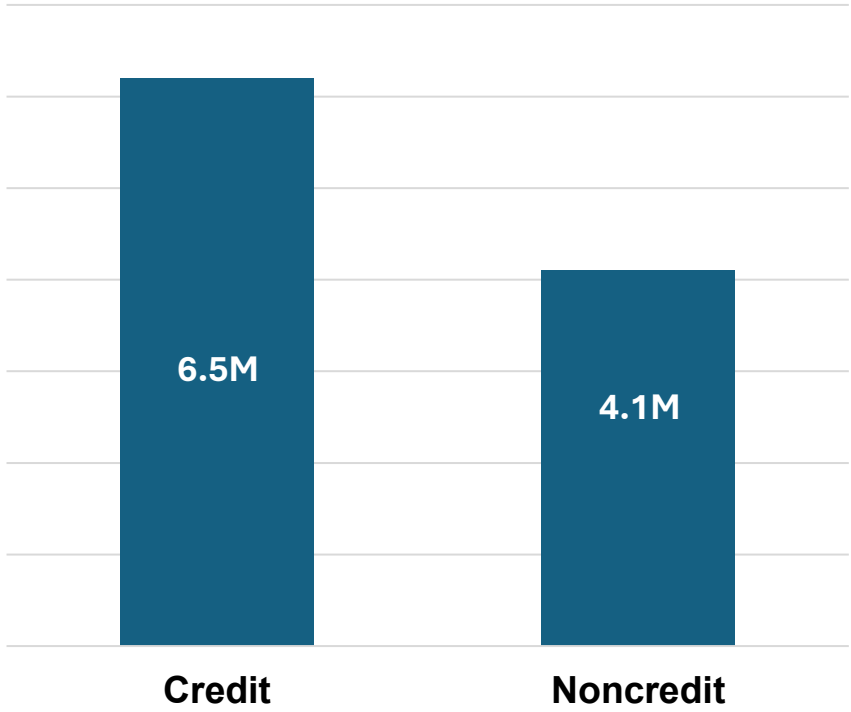
**Inconsistent funding state-to-state, but increasing investments**
(D'Amico et al., 2017; Milam, 2005; Murphy, 2025; Oleksiw et al., 2007; U.S. GAO, 2004; Van Noy et al., 2008)

**Modest labor market outcomes:** highly variable based on industry
(Bahr et al., 2022; Beer et al., 2021; McConville et al., 2021, Sigelman et al., 2025; Tessler et al., 2024; Van Noy et al., 2024)

**Few noncredit enrollees transition to credit** (Bahr et al., 2022; Xu & Ran, 2020)

**Limited data** especially demographics, credentials, quality, & labor market outcomes (D'Amico et al., 2017; Sykes et al., 2014; Van Noy et al., 2008)

**Community College Headcount Enrollment**
(AACC, 2026)



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# State Noncredit Data Project: Exploring the Noncredit Data Infrastructure

**Phase 1: IA, LA, VA**

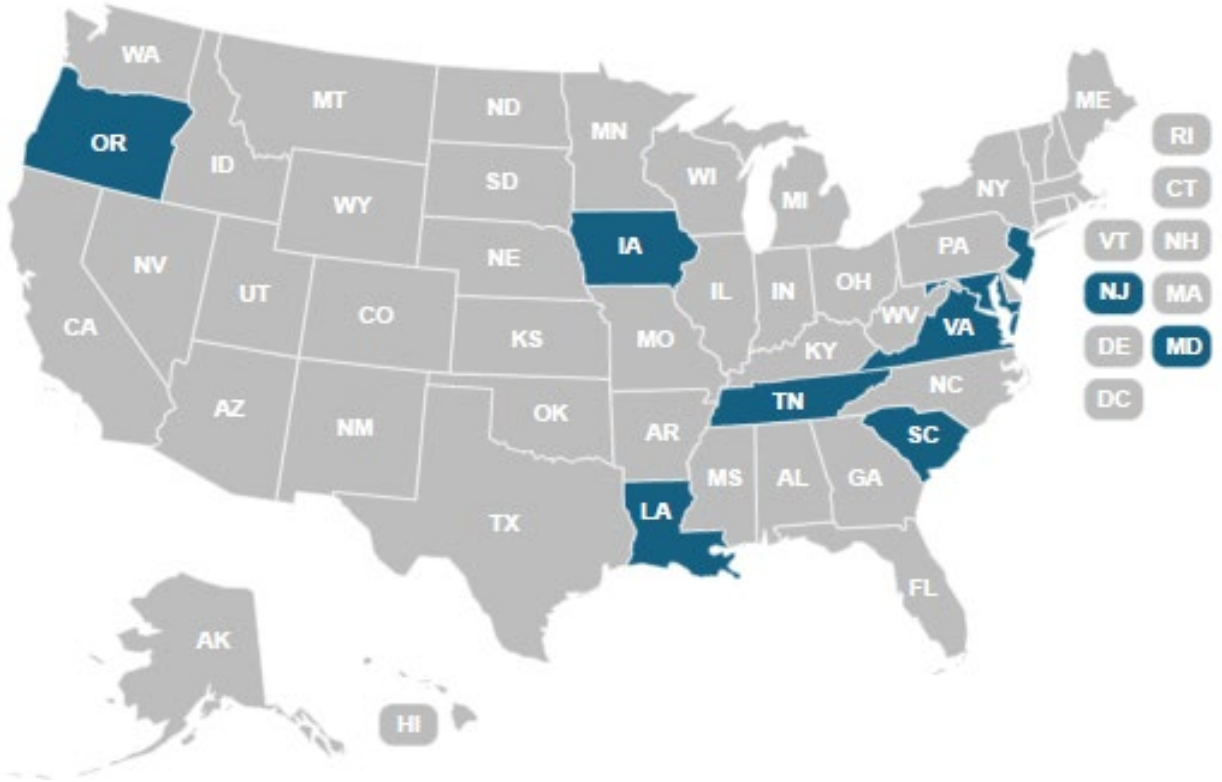
- Noncredit data inventory
- Capturing course/program level data
- Develop noncredit data taxonomy across states

**Phase 2: MD, NJ, OR, SC, TN**

- Established and emerging states
- National learning community

**Phase 3: National Expansion**

- Update Noncredit Data Taxonomy
- State policy and governance scans
- National Learning Community
- Peer Learning through Specialized Working Groups



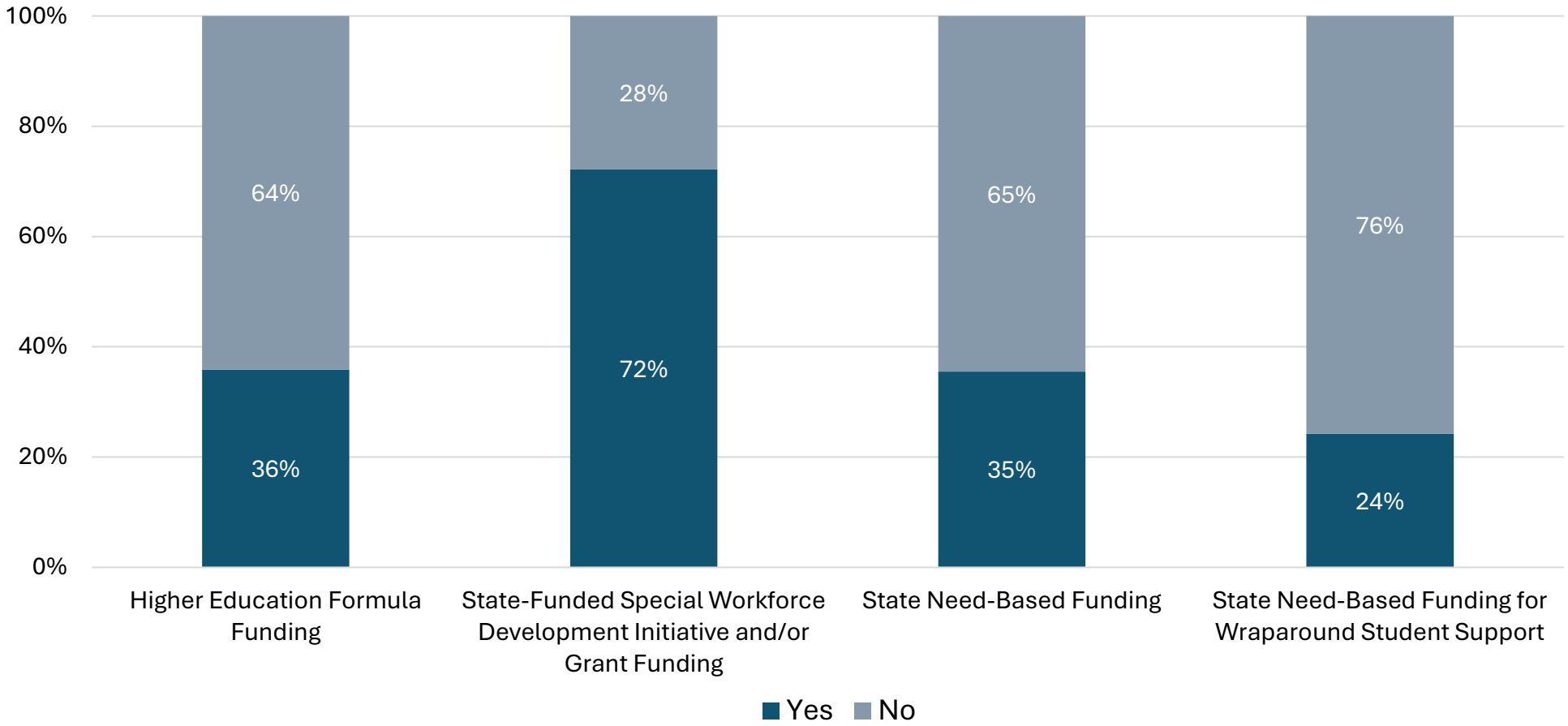


With support from:

NSF NCSES Gates Foundation strada Lumina FOUNDATION

# Considerations for Workforce Pell

# State Funding for Noncredit Occupational Education (Up to 39 States Responding)



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# Workforce Pell – The Basics

- Need-based aid for students attending programs at least 150 contact hours and 8 weeks at accredited institutions
- Eligible students meet general Pell criteria—bachelor's holders can also qualify
- Set to begin on July 1, 2026
- Programs must meet a series of guardrails
- The Governor and state workforce system play a significant role in approvals

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# Workforce Pell – The Guardrails

**Short-term programs must meet a series of guardrails:**

- Cannot be a “correspondence course”; distance education allowed but cross state requires bi-lateral agreements between states that include data sharing
- Governor verifies that the program is aligned with “high-skill, high wage … or in demand” areas; should be informed by existing Perkins and WIOA processes; Apprenticeship RTI automatically meets requirement
- Matches employer hiring criteria
- Leads to “stackable and portable” credential or results in only credential for employment in occupation
- Results in credit that articulates to degrees/certificates—written articulation agreements, consortia, or similar arrangements
- Offered and meets requirements for at least 12 months prior to approval
- Completion rate of 70% or higher within in 150% of the program’s normal time
- Post-completion job placement rate is 70% or higher 180 days following completion—any field through 2028-29, related occupations starting in 2029-30
- Costs (tuition and fees) do not exceed value-added earnings (VAE)—based on post-completion median regional earnings minus 150% of poverty (3-year look back); certified by the Secretary using federal earnings data by 6-digit CIP

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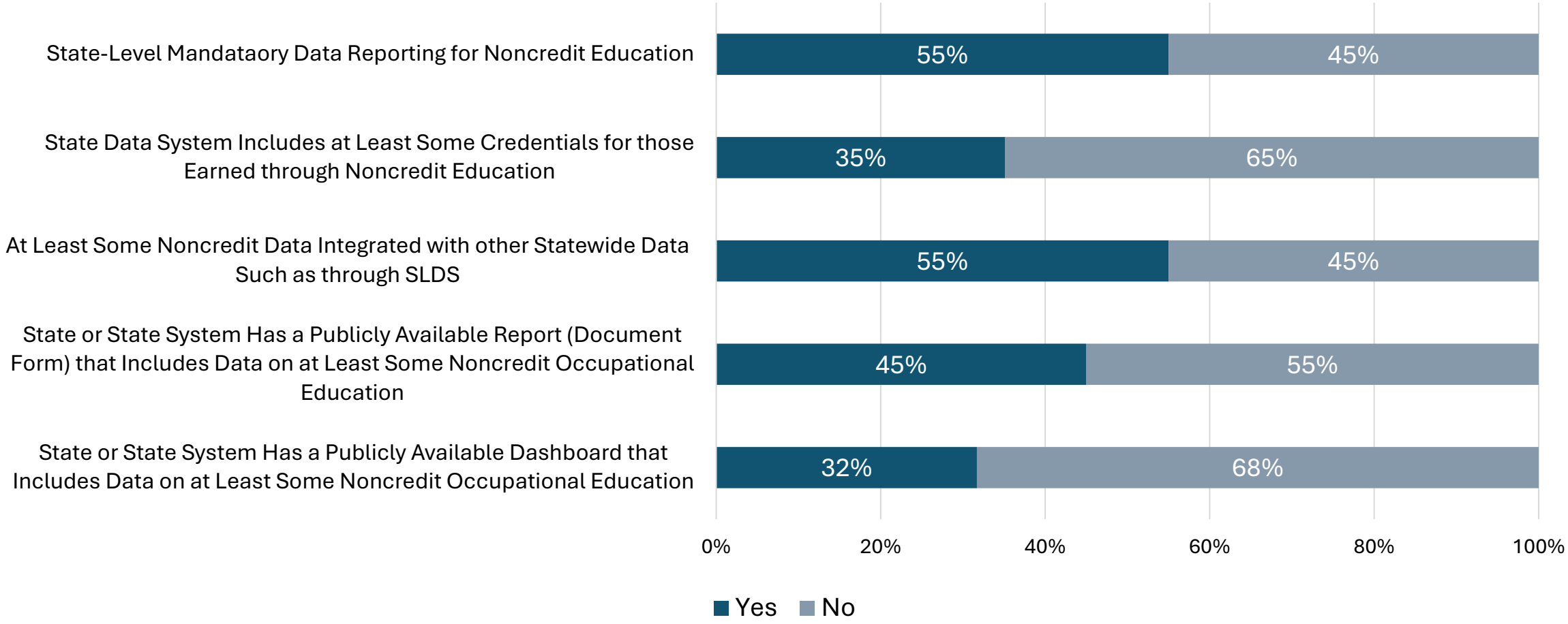
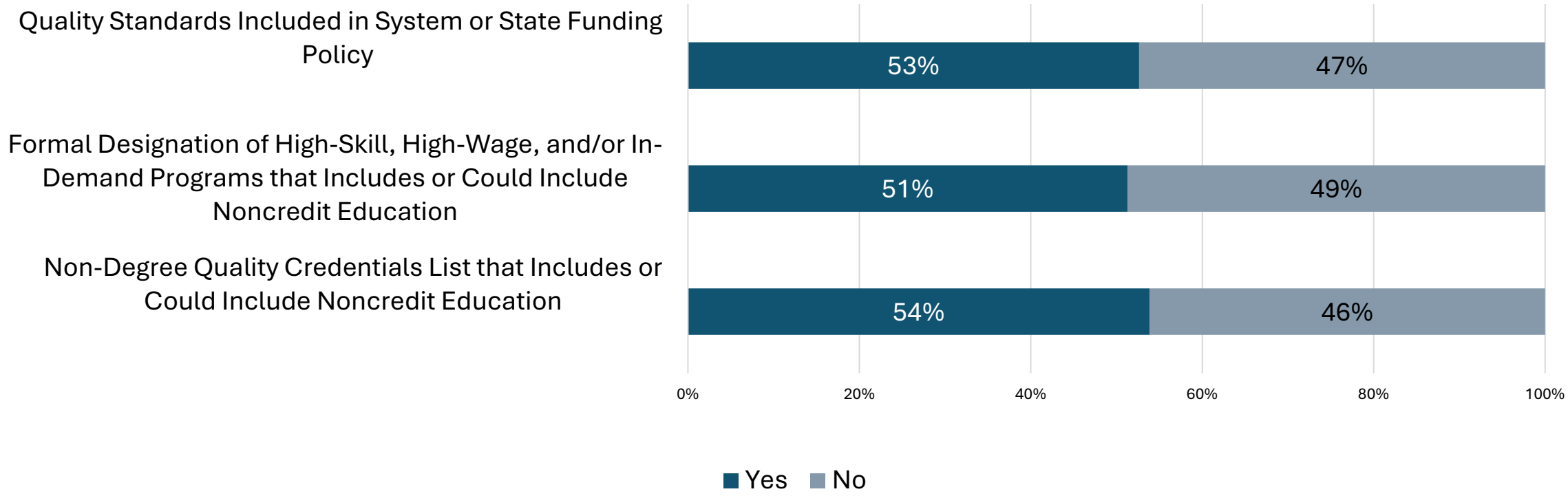
# State Policy Scan on Noncredit Data

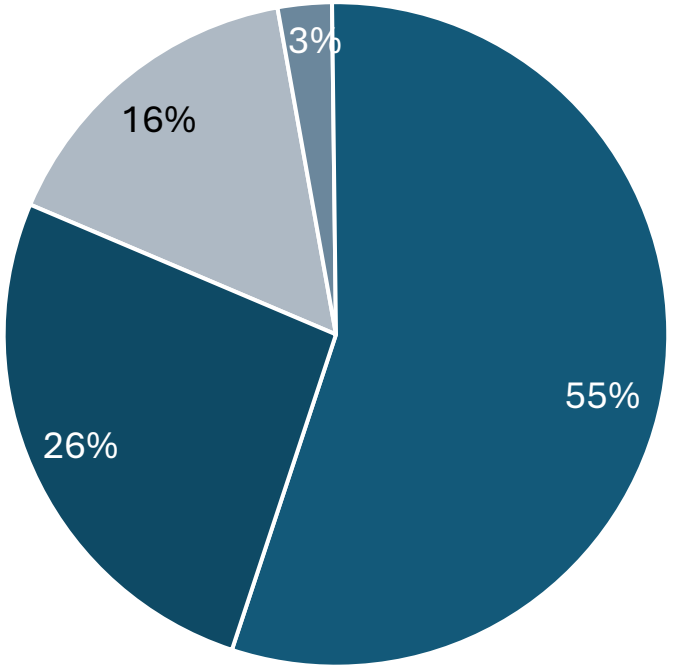
# State-Level Noncredit Data and Reporting (Up to 41 Responses)



# Use of Quality Indicators within State/System (Based on 39 States)



# Availability of Noncredit-to-Credit Articulation Policy (Based on 38 States)




- Statewide/Uniform and Institution-Specific Policy/Practice
- Statewide Policy/Uniform across All Insitutions (No Institution-Specific Policy Inidicated)
- Institution-Specific Policy/Practice (No State Policy or No State Policy Indicated)
- No Policy at the State Level (No Institution Policy or No Instituion Policy Indicated)

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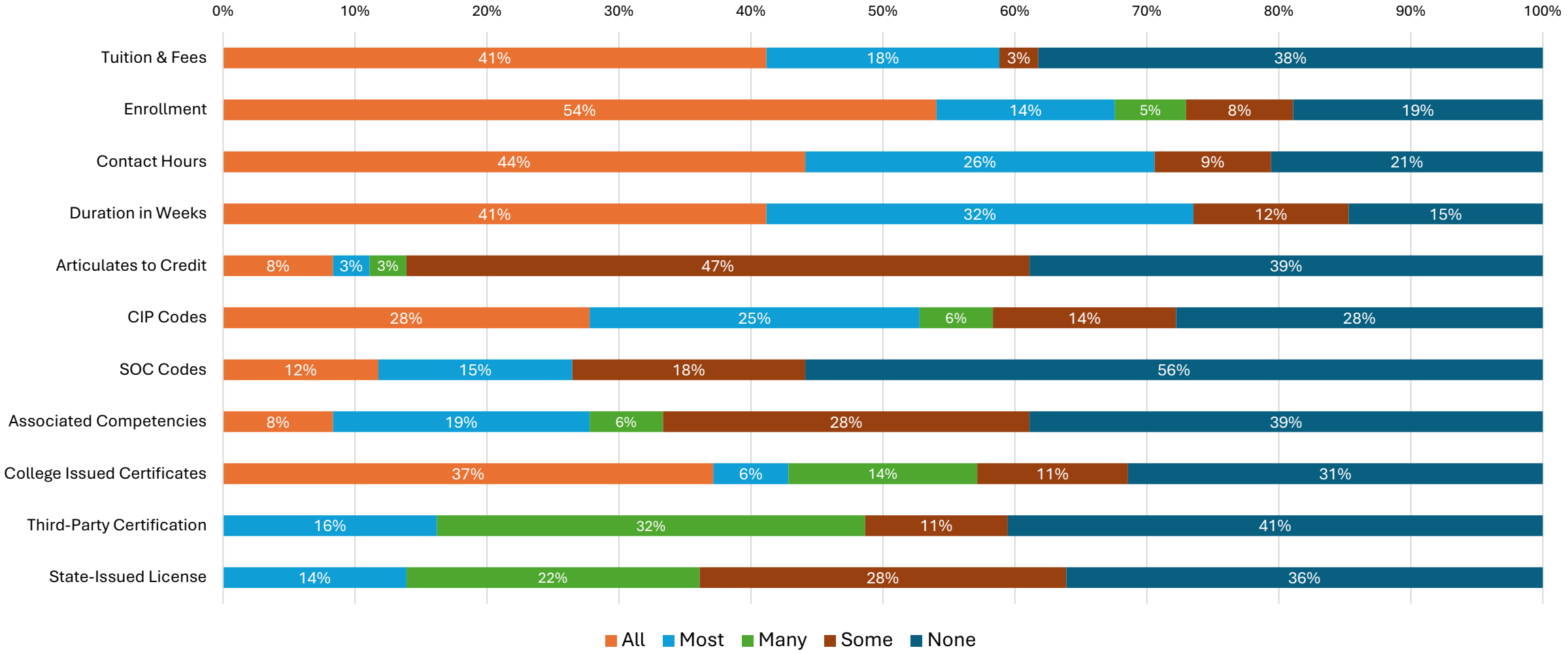
# Program-Level Noncredit Data Element Availability for Occupational Noncredit (Up to 37 Responses)



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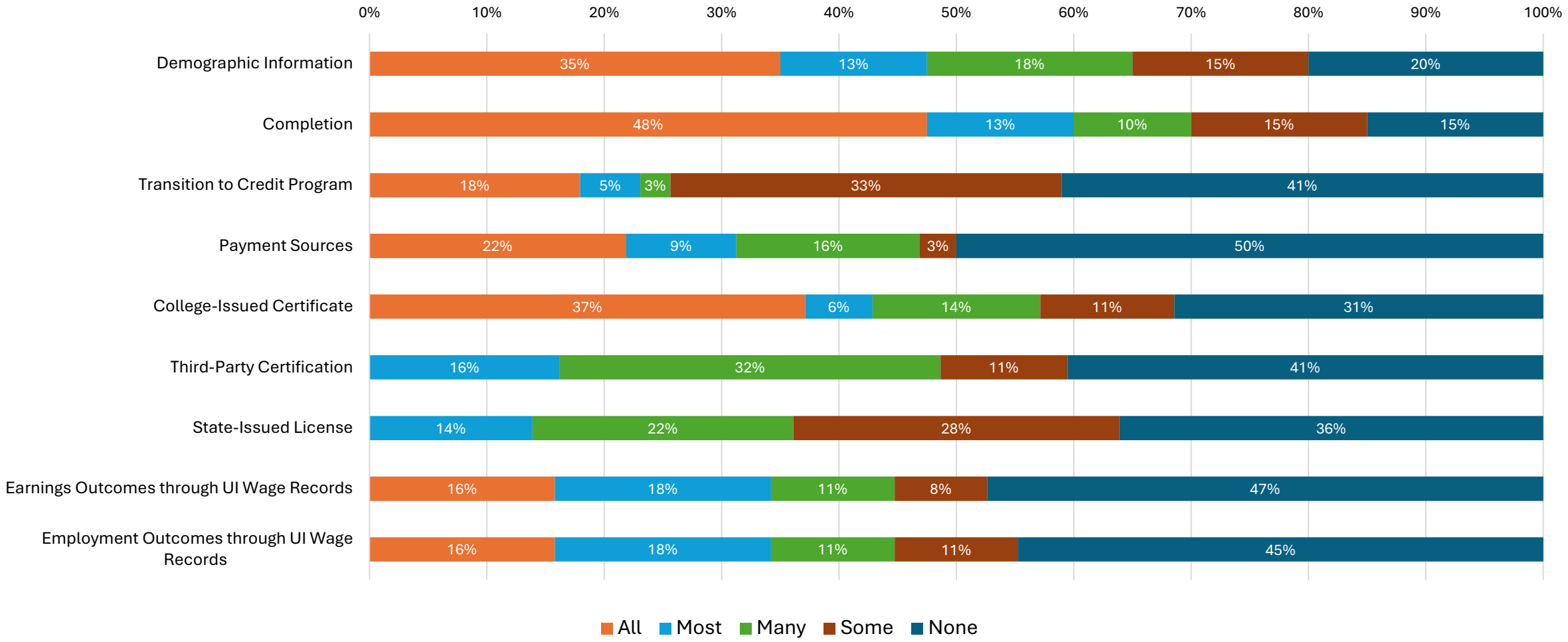
# Student-Level Noncredit Data Element Availability for Occupational Noncredit (Up to 40 Responses)



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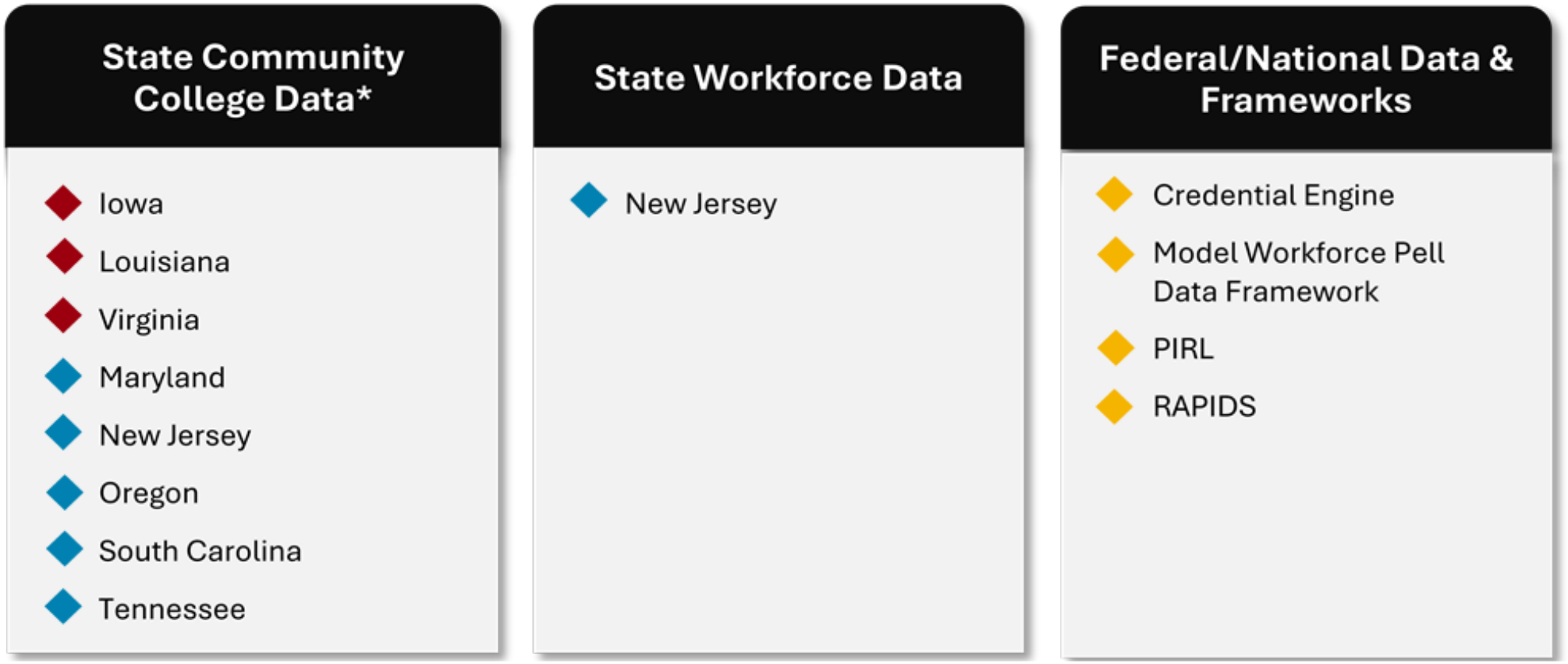
# SNDP's Noncredit Data Taxonomy

## *Figure 1.* Sources Informing Taxonomy 3.0




*For more information about state noncredit data, review our *State Noncredit Data Briefs*.

KEY ◆ Taxonomy 1.0 ◆ Taxonomy 2.0 ◆ Taxonomy 3.0

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## *Figure 2. Noncredit Data Taxonomy 3.0*

| Purpose and Design | Student Outcomes | Enrollment and Demographics | Finance and Policy |
|---|---|---|---|
| • Field of Study | • Academic Outcomes | • Enrollment and Completion | • Tuition and Student Costs |
| • Noncredit Type | • Labor Market Outcomes | • Demographics | • State Funding |
| • Program Design and Delivery | • Non-Degree Credential Outcomes | • Identifiers | • Federal Funding |
| • Provider Information | | | • Policy-Relevant Program Outcomes |
| • Accessibility and Student Services | | | |
| • Associated Non-Degree Credentials & Competencies | | | |

## Key Updates

- Consolidation of subcategories
- Differentiate between program- and student-level outcomes
- Expansion from 90 to 119 data elements—due to WFP (e.g., HHI, implementation date, outsourcing, stackability/articulation, placement rate, estimated VAE)
- Refinement of data elements (e.g., post-enrollment to post-completion; institution identifier to unique identifier)
- Introduction of SNDP Core (52 data elements)

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## *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<br>➢ Course/Program Description<br>➢ CIP Code<br>➢ SOC Code<br>➢ Noncredit Type (Occupational Training, Sponsored/Contract, Pre-College, Personal Interest)<br>➢ Total Contact (Clock) Hours<br>➢ Length<br>➢ Program Start Date<br>➢ Program End Date<br>➢ Program Delivery (Face-to-Face, Online, Blended)<br>➢ Articulates to Credit Program<br>➢ Provider Name<br>➢ Associated Non-Degree Credentials (Industry Certification, Occupational Licensure, College-Issued Certificate, Microcredentials, Apprenticeship) | ➢ Noncredit-to-Credit Transitions<br>➢ Completion<br>➢ Post-Completion Employment<br>➢ Post-Completion Employment in Field<br>➢ Post-Completion Earnings<br>➢ Non-Degree Credential Outcomes (Industry Certification, Occupational Licensure, College-Issued Certificate, Microcredentials, Apprenticeship)<br>➢ Date Credential Earned | ➢ Headcount<br>➢ Registrations<br>➢ Contact Hours<br>➢ Start Date<br>➢ Completion Date<br>➢ Last Date of Attendance (Non-Completers)<br>➢ Race/Ethnicity<br>➢ Age<br>➢ Sex/Gender<br>➢ State of Residence<br>➢ Social Security Number<br>➢ Name<br>➢ Birth Date | ➢ Course/Program Tuition<br>➢ Fees<br>➢ Total Costs<br>➢ State Reimbursement<br>➢ WIOA Eligible<br>➢ Workforce Pell Eligible |

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## *SNDP Core and Additional Workforce Pell Essential Data Elements (Continued)*

| Purpose and Design | Student Outcomes | Enrollment and Demographics | Finance and Policy |
|---|---|---|---|
| **Additional Workforce Pell Essential Elements not Included in the SNDP Core** | | | |
| ➢ State Program ID<br>➢ Program Implementation Date<br>➢ Program Status<br>➢ Credential Stackability<br>➢ Related Occupation is "High-Skill, High-Wage, or In-Demand"<br>➢ Method for Award of Academic Credit<br>➢ Related Credit Program Name<br>➢ Institution OPEID for Credit Articulation Program<br>➢ Provider ID (Including OPEID)<br>➢ Provider Type<br>➢ Provider Title IV Program Participation Agreement (PPA) Expiration Date<br>➢ Provider Accrediting Body<br>➢ Outsourcing<br>➢ Resulting Credential Name<br>➢ Competencies<br>➢ Resulting Credential Competencies<br>➢ Employer Hiring Criteria<br>➢ Program-to-Credential Relationship | | ➢ Basis for Withdrawal<br>➢ Tuition Refund<br>➢ Highest Education at Enrollment<br>➢ Workforce Pell Student Eligibility<br>➢ Outside Financial Assistance Received by Student | ➢ Other Costs<br>➢ Workforce Pell Program Approval Date<br>➢ Program Job Placement Rate<br>➢ Program Job Placement Rate in Occupation<br>➢ Bilateral State Approval<br>➢ Program Estimated Value-Added Earnings |

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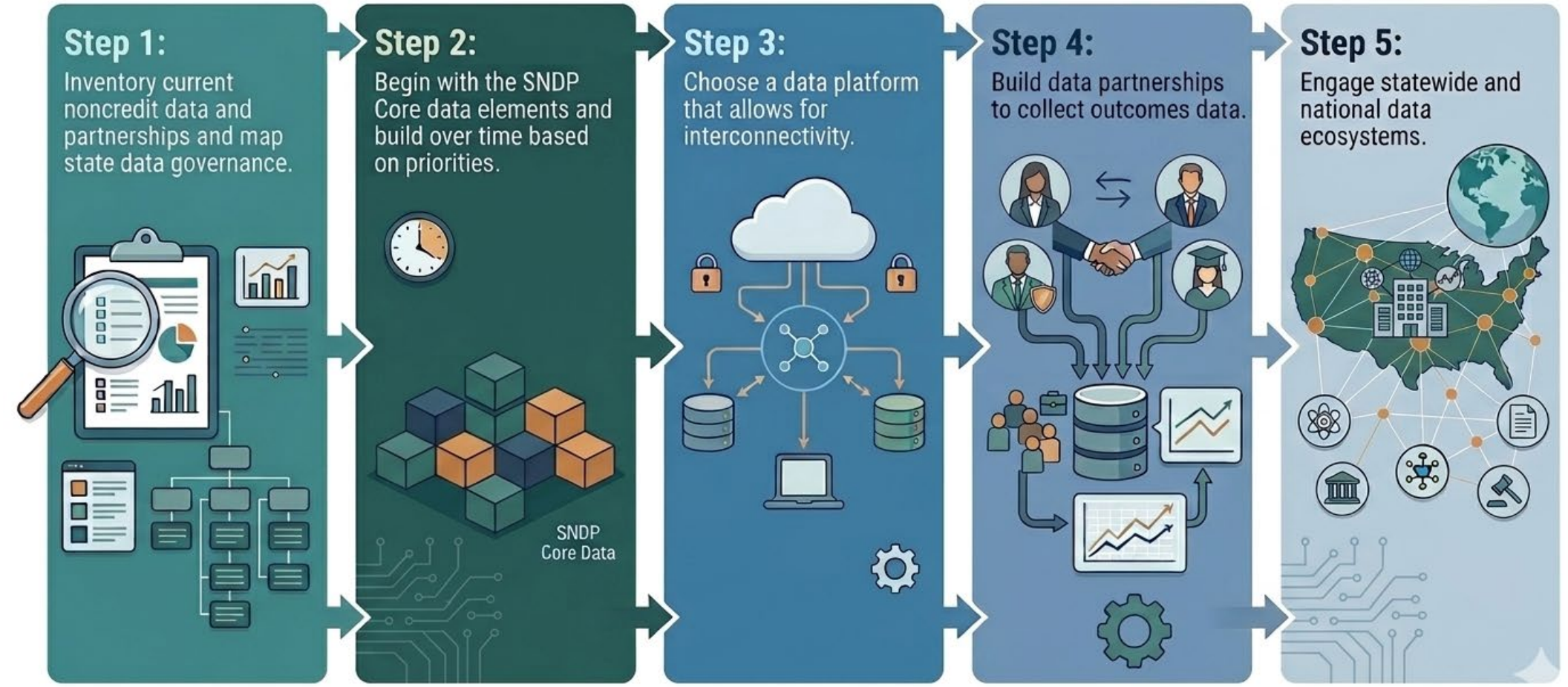
# HOW-TO GUIDE FOR ENGAGING THE NONCREDIT DATA JOURNEY




STATE NONCREDIT DATA PROJECT

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# State Perspectives

Tina Moore, Arkansas Division of Higher Education

Ann Kellogg, Maryland Higher Education Commission/Maryland Longitudinal Data System Center

ARKANSAS DIVISION OF HIGHER EDUCATION

# Professional Skills Training Data Collection Timeline

## AY2010

NCWF data collected only at COURSE level. with limited data points and reporting.

Community education often reported.

Data not utilized for any specific purpose.

## AY2019, AY2020

NCWF STUDENT file added to comply w/ WFC scholarship reporting.

NCWF STUDENT file expanded w/ add'l demographics, only required for Ss receiving state or federal funding.

## AY2024

NCWF enhanced w/ STUDENT, COURSE, REGISTRATION, & COMPLETER files. Add'l demographics, CIP/SOC, credential type, stackable, PLA, etc...

Credential Registry development begins.

## AY2025

ACCESS legislation: WFC changes, NCWF funding model, ROI metric in credit funding model, common course numbering.

Official release of AR LAUNCH (talent marketplace).

## AY2026

NCWF >>> PST

PST data files modified for clarity and add'l data needs.

PST "lite" file for non-state supported training providers.

PST in Credential Registry begins.

## AY2027

PST data files modified for state & federal purposes, including WF Pell.

PST funding model drafted.

LAUNCH interoperable LER functionality w/ digital credentials.

https://www.livebinders.com/shelf/search_display_author?terms=ADHERA1

# Professional Skills Training Data: Measuring Impact & Outcomes, Driving Decisions

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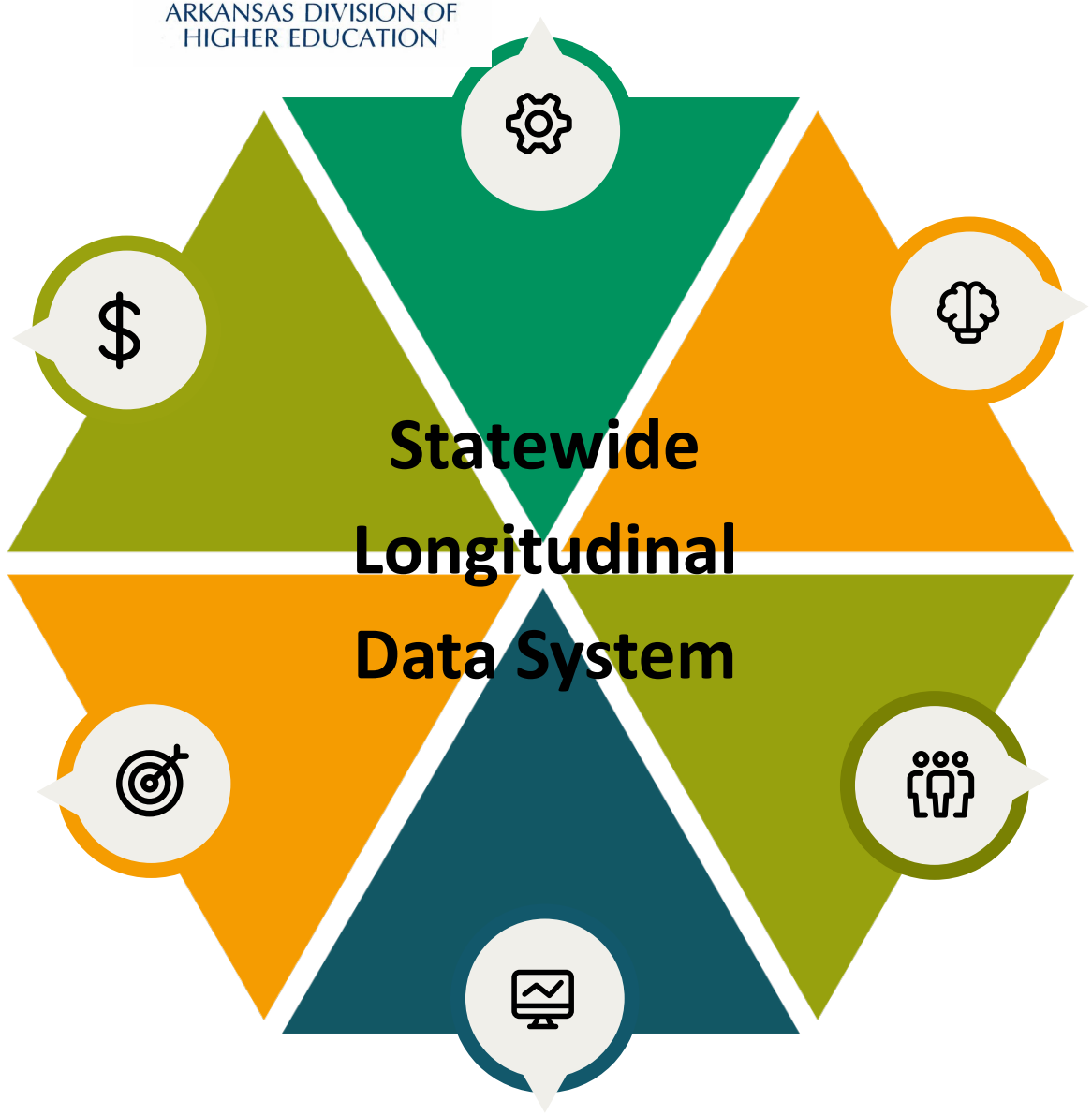



**Workforce Challenge State Scholarship**

https://adhe.edu/institutions/arkansas-workforce-challenge

**Career Pathways Initiative**

https://arpathways.com/

**Workforce Pell**

https://adhe.edu/institutions/workforce-pell

**AR LAUNCH: LERs**

https://jobseeker.launch.arkansas.gov/

**PST Funding Model**

**Tell the Story**

# Maryland Noncredit Data: The Workforce Pell Imperative and Beyond

Maryland Higher Education Commission

Workforce Training Data Resources

State Higher Education Executive Officers Association (SHEEO)

2026 Higher Education Policy Conference

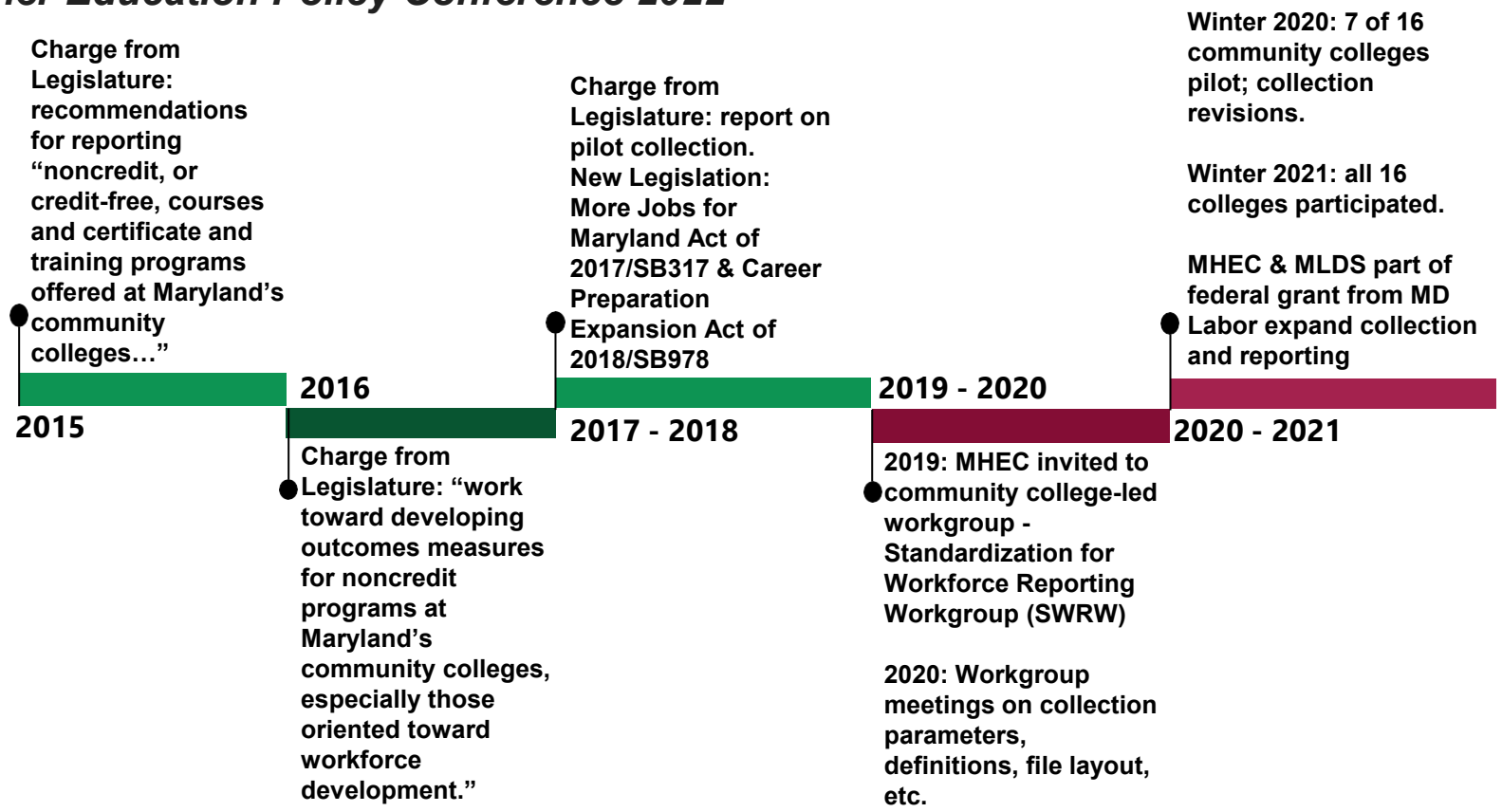
Maryland
MARYLAND HIGHER EDUCATION COMMISSION

# Maryland Noncredit Data: The Workforce Pell Imperative and Beyond

**The Journey from *No to Yes, SHEEO Higher Education Policy Conference 2022***

Maryland Higher Education Commission

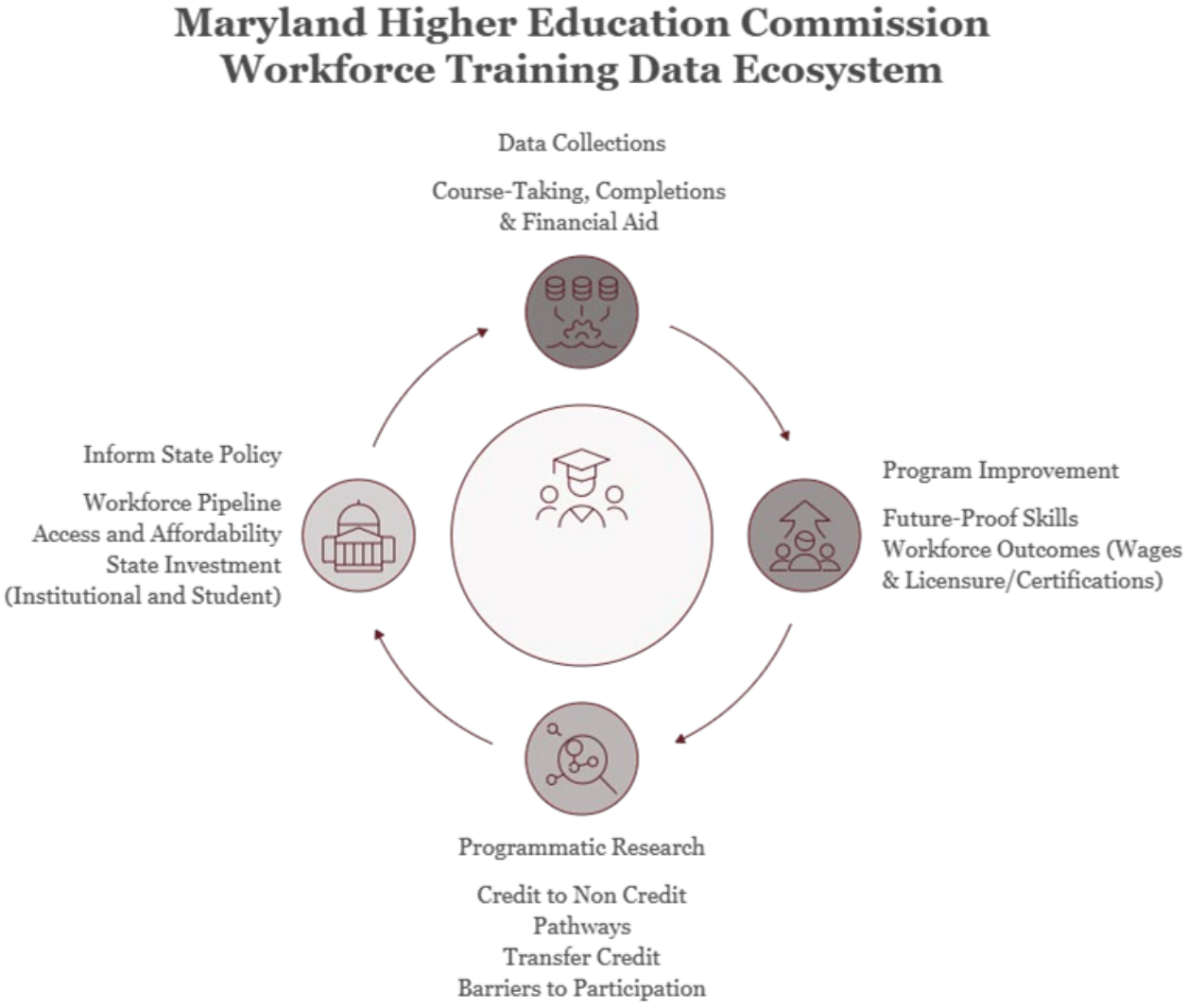
- State Supported (COMAR: Section 13B.07.02.02)
  - approved by the MHEC "*to satisfy the vocational, professional development, or self-development needs of adult students. Recreational courses are not approved . . .*" Maryland Community Colleges
- Workforce Development Sequence Scholarship (AY2017)
- Community College Noncredit Promise (AY2020)



# Maryland Noncredit Data: The Workforce Pell Imperative and Beyond

**Where are we today?  Current Data Collections**

- Workforce Training Completers System (WTCS):
  - 5 years of data
  - Student (characteristics, residency, etc.)
  - Program Data (subject, total courses, outcomes, completion date, credential,  etc.)
- Workforce Training Registration System (WTRS):
  - 2 years of data
  - Student (characteristics, residency, etc.)
  - Course-level data (subject, hours, outcomes, etc.)
- Financial Aid Information System (FAIS):
  - First year forthcoming!
  - Student-level Federal, State, and Institutional funding



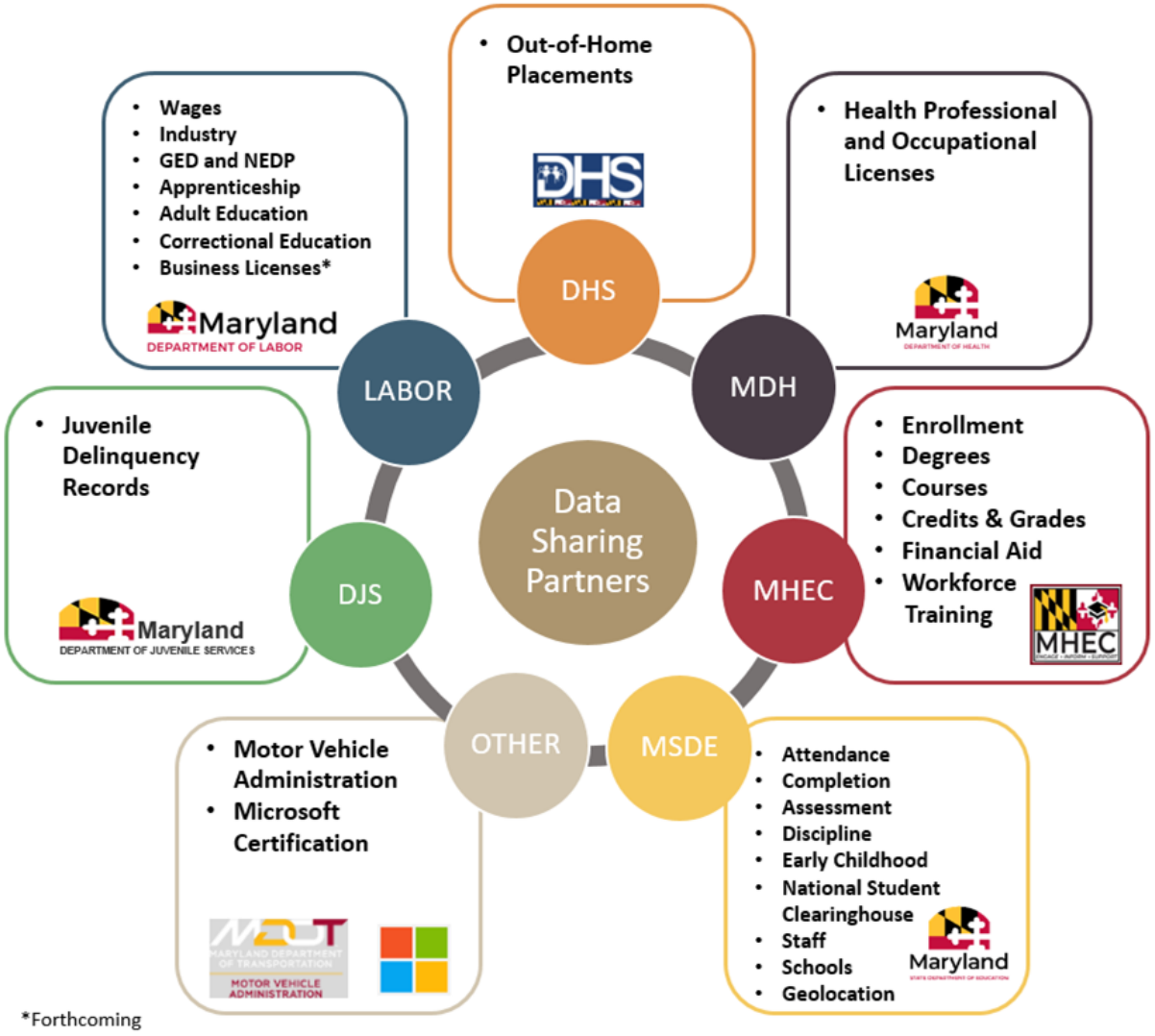
# Maryland Noncredit Data: The Workforce Pell Imperative and Beyond

**Where are we today?  Leveraging the MLDS Center**

Linking Data for Outcomes

- Wages
- Labor Sector
- Additional Education
- Licenses and Certifications

http://mldscenter.maryland.gov



# Maryland Noncredit Data: The Workforce Pell Imperative and Beyond

**Planning for Implementation**

## Workforce Pell Policy Development

- Cross-Agency Meetings
  - Attention to Regional Variation
  - Braiding of Funding (WIOA, Workforce Sequence, Promise, etc.)
  - Leveraging ETPL
- *Maryland Higher Education Commission*
  - Review of Data Collections
  - Collection Data Element Gaps
  - Institutional Submission Gaps (Private Career Schools)
- *Integration of MLDS Center*
  - Proactive Screening for Eligibility (WTCS)
  - Postmortem Screening for Renewal

**Workforce Pell Review Committee**

- Governor's Workforce Development Board
- Maryland Department of Labor
- Maryland Higher Education Commission
- Maryland Department of Commerce
- Maryland Longitudinal Data System Center

# Maryland Noncredit Data: The Workforce Pell Imperative and Beyond

**Links to Collection Resources**

Maryland Higher Education Commission

- Workforce Training Completers System (WTCS)
- Workforce Training Registration System (WTRS)
- Financial Aid Information System (FAIS) Annual File
  - File Layout Specifications
  - Documentation

Maryland Longitudinal Data System Center

- Data Administration
  - Data Inventory
  - Data Collections Calendar

Governor's Workforce Development Board

- Workforce Pell Policies

Maryland
MARYLAND HIGHER EDUCATION COMMISSION

MLDS Center
Maryland Longitudinal Data System
Better Data • Informed Choices • Improved Results

Maryland
GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

Ann T. Kellogg, Ph.D
Director of Reporting Services

Maryland Higher Education Commission
Maryland Longitudinal Data System Center

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# State Noncredit Data Project
# Resources for the Field

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# Specialized Working Groups - states only

- **Workforce Pell Landscape**
- Amy Cable, Louisiana Community and Technical College System
- These sessions will provide participants with national updates, data collection strategies and challenges, state implementation and approval processes in addition to financial aid impacts and policy implications.

- **Noncredit to Credit Alignment**
- Denise Zieske, Assistant Vice Chancellor of Workforce Development, State University of New York
- These sessions will provide information and encourage discussion around noncredit to credit alignment initiatives, policy pertaining to common course numbering, articulation and data sharing agreements, employer validation and its importance and identification of in-demand skills, pathways, apprenticeships, work-based learning and more.

- **Aligning Education Data & Labor Market Information**
- Paula Nissen, The Institutional Research Collaborative
- These sessions will include data collection, incorporation, and relationship building.  State examples of H3 (high demand, high wage, high skill) determinations, the importance of CIP to SOC relationships including resources for determining gap analyses (supply to demand).

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# Specialized Working Groups - states only (con'd)

- **Building the 4-Year Noncredit Taxonomy**
- Rachel Boon, Iowa Board of Regents and Justin Vinton, Rutgers University
- These sessions will provide input in designing the taxonomy for 4-year institutional taxonomy using the current 2.0 structure. Participants will have the opportunity to identify modifications and design a taxonomy that is representative of their needs in addition to identifying barriers to data collection and subsequent analyses.

- **Telling the Story of Nondegree/Noncredit Training**
- Details to come
- These sessions will work to identify partners across institutions/agencies which may help colleges identify connectivity needed to pursue policy changes and possibilities of funding. Telling the story of the importance of collecting the data necessary to tell the story and connect to other data sources can assist institutions highlight the connection to students, colleges, employers and other stakeholders pertaining to nondegree/noncredit training

- Email Paula Nissen paula.nissen@niacc.edu to join.

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# State Noncredit Data Project Learning Community

https://go.rutgers.edu/learningcommunitysignup

**Nearly 300 participants from 48 states have joined, representing higher ed, governing agencies, workforce commissions/departments, and nonprofit organizations**

**Join our next meeting on September 14 at 4:00pm Eastern –** We will share findings on state policy, data and funding for noncredit, as well as state governance models for noncredit data from across states.

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## Learn more about the *State Noncredit Data Project*

https://sndp.noncreditresearch.org

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