Navigating Policy and Building the Noncredit Data Infrastructure: A Principled Approach

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Navigating Noncredit Policy and Building the Noncredit Data Infrastructure: A Principled Approach

SHEEO Community of Practice: Noncredit Engagement
October 7, 2026

STATE NONCREDIT DATA PROJECT

Why Care about Noncredit Data?

- Consistent and meaningful data collection and definitions
- Capturing the full mission
- Advocacy
- Quality assurance and accountability
- Program improvement and pathways development
- Learner navigation
- Improving and expanding outcomes measures

Work Shift

T-E-C-H Approach: Framing the *No-Dead-End Mindset* for Workforce Education

Transparency

- Pathways to higher credentials with clear communication
- Well-defined goals and metrics

Economic mobility

- Commitment to social/economic mobility
- Data analyzed to understand the noncredit population
- "Wraparound services" for ALL students

Career orientation

- Educational alignment with economic dev/employment priorities
- Alignment with industry-recognized credentials
- Workforce on-ramps and off-ramps

Holistic approach

- Identify policy barriers and move toward partnerships (CC, univ., employers, workforce agencies)
- Expand local exemplars statewide
- Invest in reform design/implementation

Adapted from D'Amico, M. M. (2020). *Acting on the no-dead-end mindset for community college workforce education* [ACE Engage]. American Council on Education.

"NONCREDIT" ALTERNATIVES

- Skills training
- Licensed and workforce validated skills and learning
- Continuing education
- Extended education and training
- Professional education and professional credit
- Accelerated skills training
- Extended studies
- Professional skills training

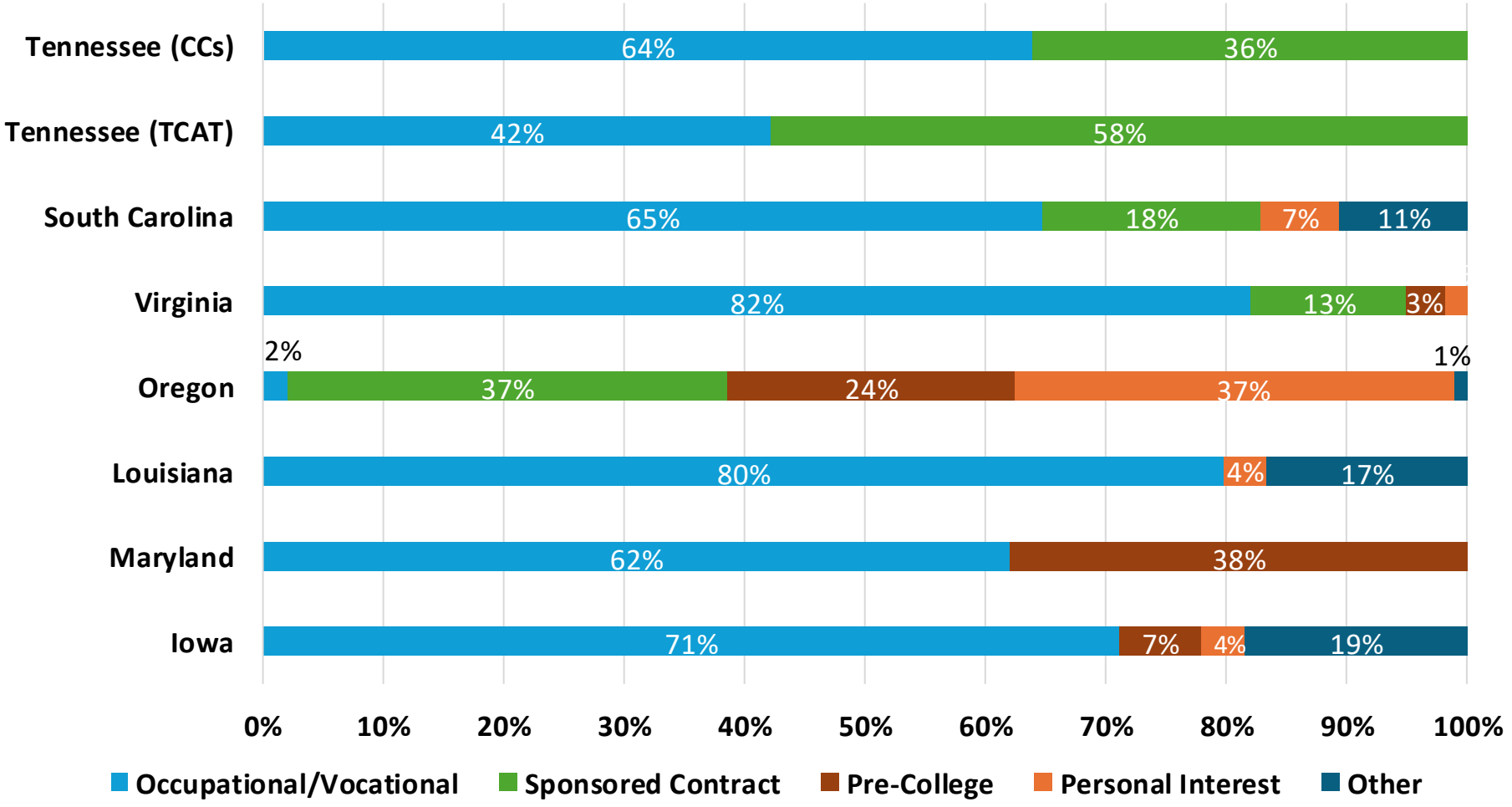
Noncredit Descriptors from the Literature

"adult education, continuing education, lifelong learning, community services, and community-based education" (Wang, 2004, p. 47)
"Occupational, professional, or technical training," "Below college-level academics (remedial)," "Basic skills," Contract training," and "Other" (U.S. Government Accountability Office, 2004, p. 2)
"remedial (ESL, Adult Basic Education, and developmental), recreational (leisure and avocational), and career and technical" (Voorhees & Milam, 2005, p. 14)
"workforce development," "noncredit professional education," and "noncredit community service, general interest, and leisure" (Downey et al., 2006, p. 76)
States typically use two noncredit categories: "leisure/personal enrichment and occupational/workforce development," or three categories: "personal enrichment, workforce development, and contract training" (Oleksiw et al., 2007, p. Viii)
"workforce instruction, contract training, customized training, developmental education, recreational courses, ABE, and ESL" (Van Noy et al., 2008, p. 8)
Community education categories: "Continuing education" (adult education, noncredit workforce education, lifelong learning), "Community services," and "Contract training" (Cohen & Brawer, 2008, pp. 318–319)
"Workforce education and training," "Customized programs," "Developmental education," "Most ESL classes," and "Personal fulfillment or recreational classes" (Macomb CC, LaGuardia CC, & CCRC, 2009, p. 3)

Noncredit Types

CC Noncredit Types (D'Amico et al., 2014)	Description (D'Amico et al., 2017)	IPEDS Categories for IC-Header
Occupational Training	"geared toward individuals seeking to gain or improve job skills leading to initial or better employment …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" (p. 59)	• Workforce Education
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 organization … responds directly to local area needs" (p. 61)	• Contract Training/Customized Training
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" (pp. 61-62)	• Recreational/Avocational/ Leisure/Personal Enrichment
Pre-College	"primary 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." (p. 62)	• Developmental Education • Adult Basic Education • Adult High School Diploma or Equivalent • English as Second Language
[University Focused]		• Continuing Professional Education

CC Noncredit Offerings by Type



Virginia's FastForward is a pay-for-performance program with in-demand credential-earning incentives for students and institutions—64,000 credentials earned.

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State Noncredit Data Project: Exploring the Noncredit Data Infrastructure

Phase 1: IA, LA, VA

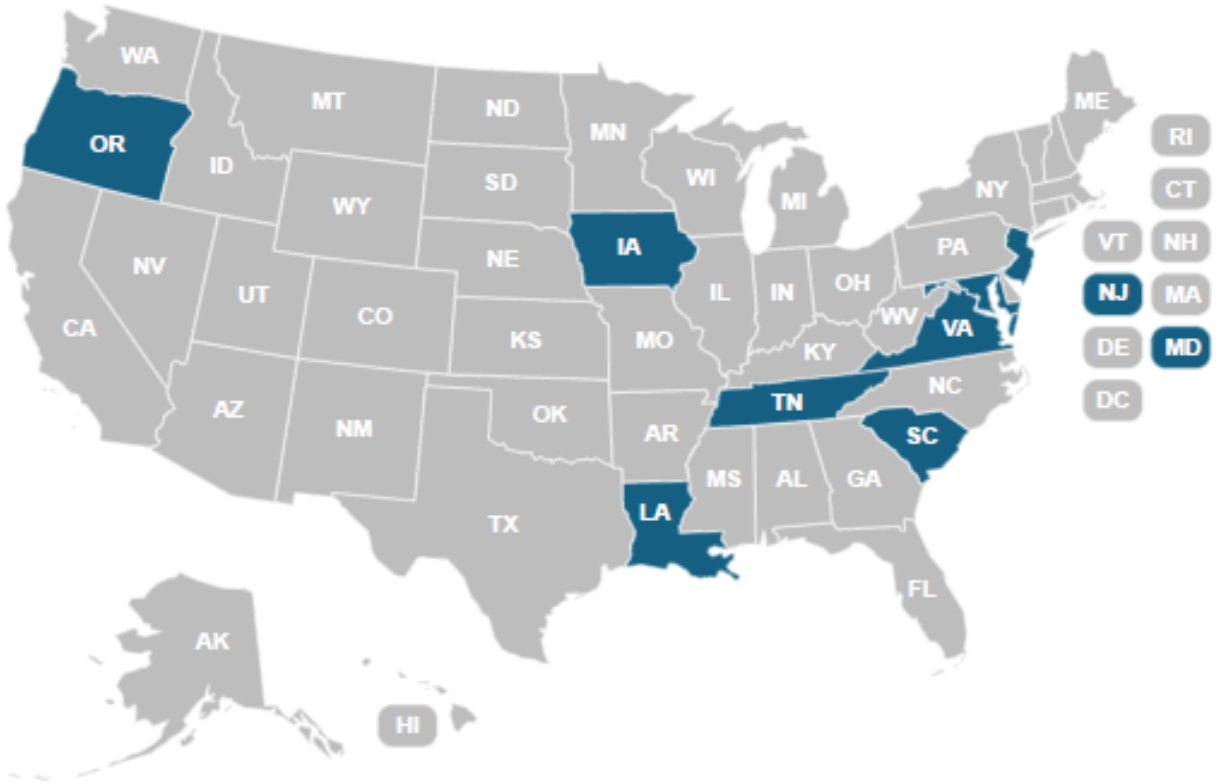
- Noncredit data inventory
- Capturing course/program level data
- Develop noncredit data taxonomy across states

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

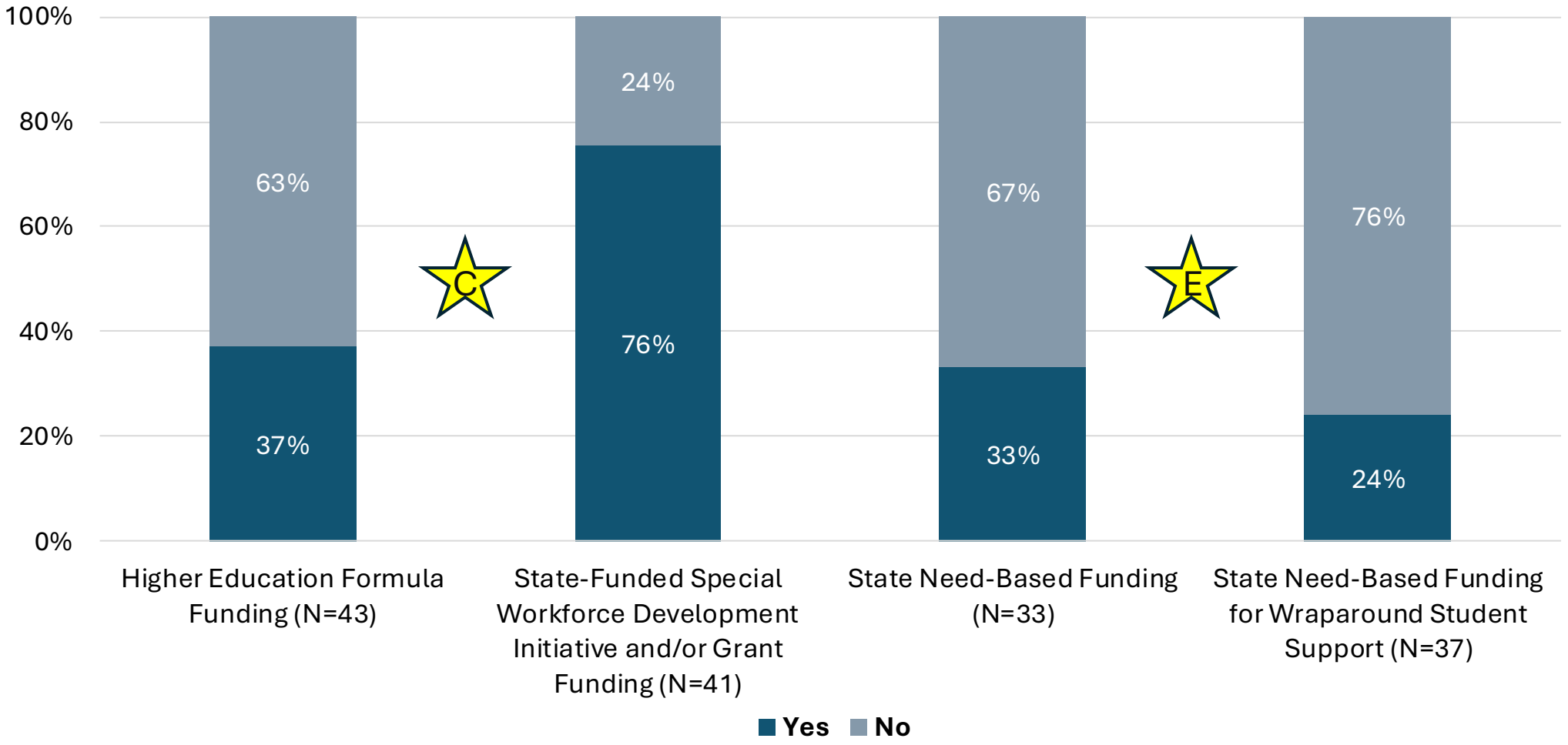
Gates Foundation

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Lumina FOUNDATION

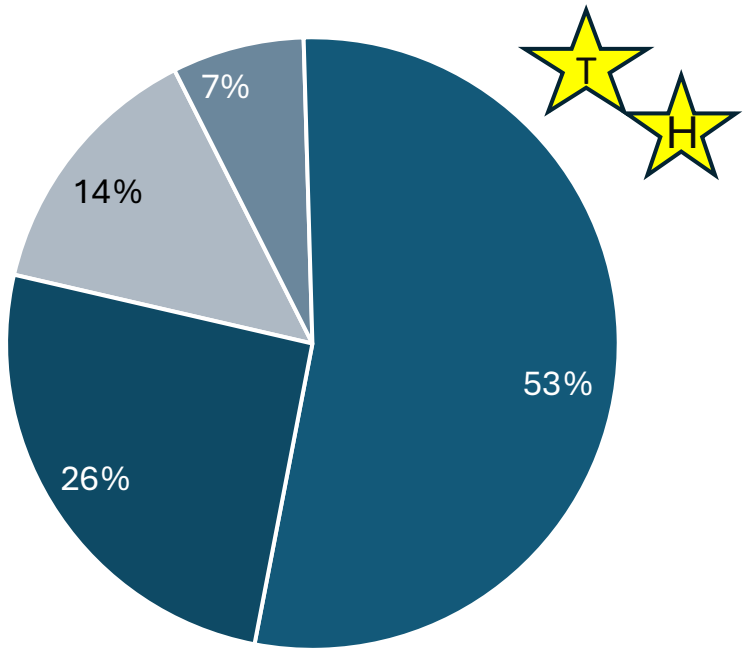
State Policy Scan

State Funding for Noncredit Occupational Education



Pathways for Academic Carer and Employment (PACE) program—need based and includes wraparound support for transportation and childcare

Availability of Noncredit-to-Credit Articulation Policy (N=43)



- 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)

Salt Lake Community College

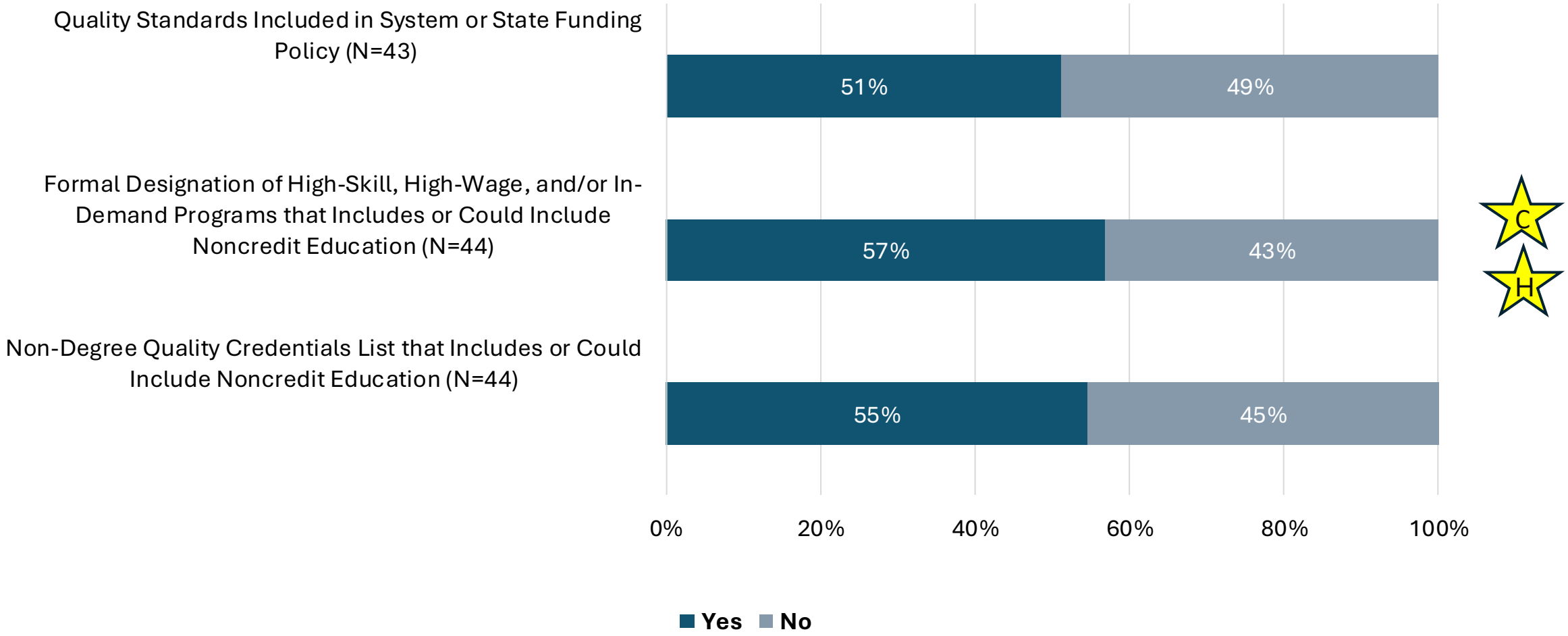
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SLCC has credit articulation from competency-based programs in the School of Applied Technology and noncredit programs in Workforce Training & Continuing Education to associate degrees. Competency-based and noncredit programs must be completed to be considered. https://www.slcc.edu/satts/docs/noncredit-to-credit-equivalent-application.pdf

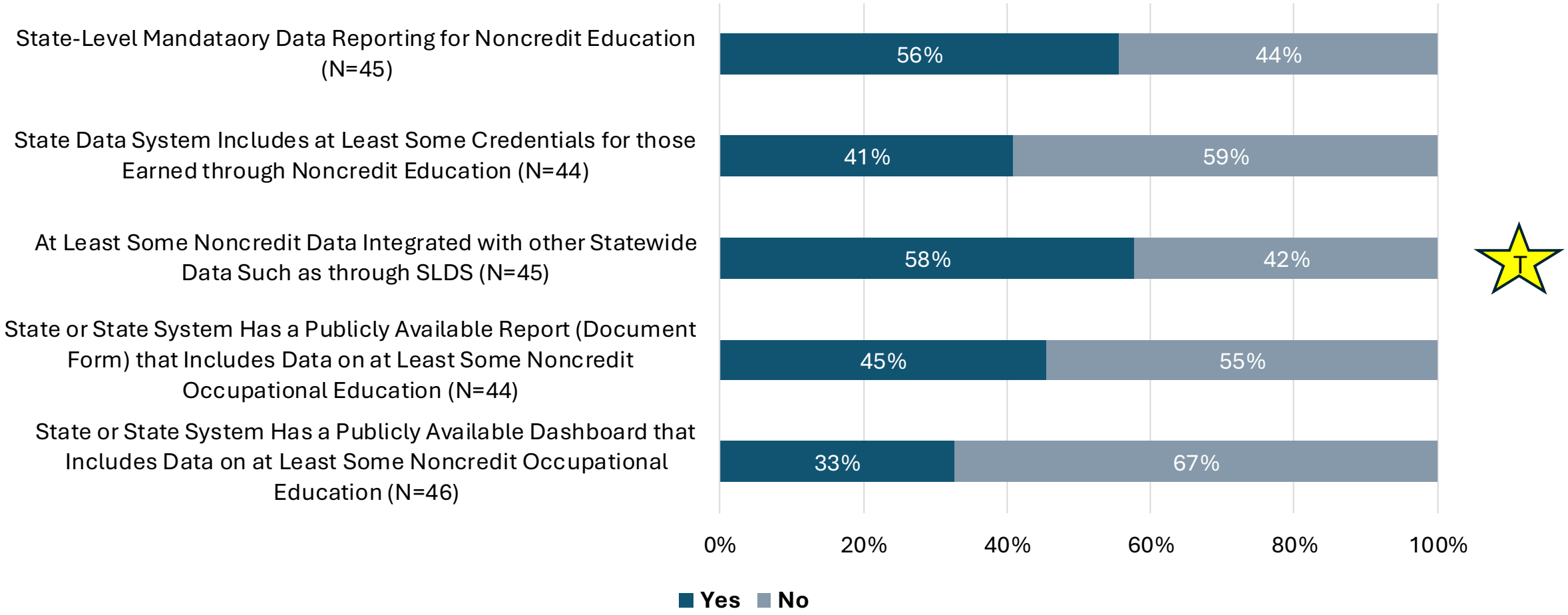
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SPCC is transparent about Continuing Education-to-Curriculum articulation https://spcc.edu/student-life-resources/student-records/transfer-credit-and-credit-for-prior-learning/

Use of Quality Indicators within State/System



State-Level Noncredit Data and Reporting



Data Infrastructure: Labor Market Data and Partnerships



Iowa

- Workforce Development (employment & wages)
- Dept. of Corrections (data on students in incarceration)
- Dept. of Ed (HS students/ grades)
- Dept. of Inspection and Appeals (CNA licensing)
- Dept. of Public Health (health occupation and related licenses)
- Dept. of Transportation (CDLs)
- National Student Clearinghouse (postsecondary enrollment)



Louisiana

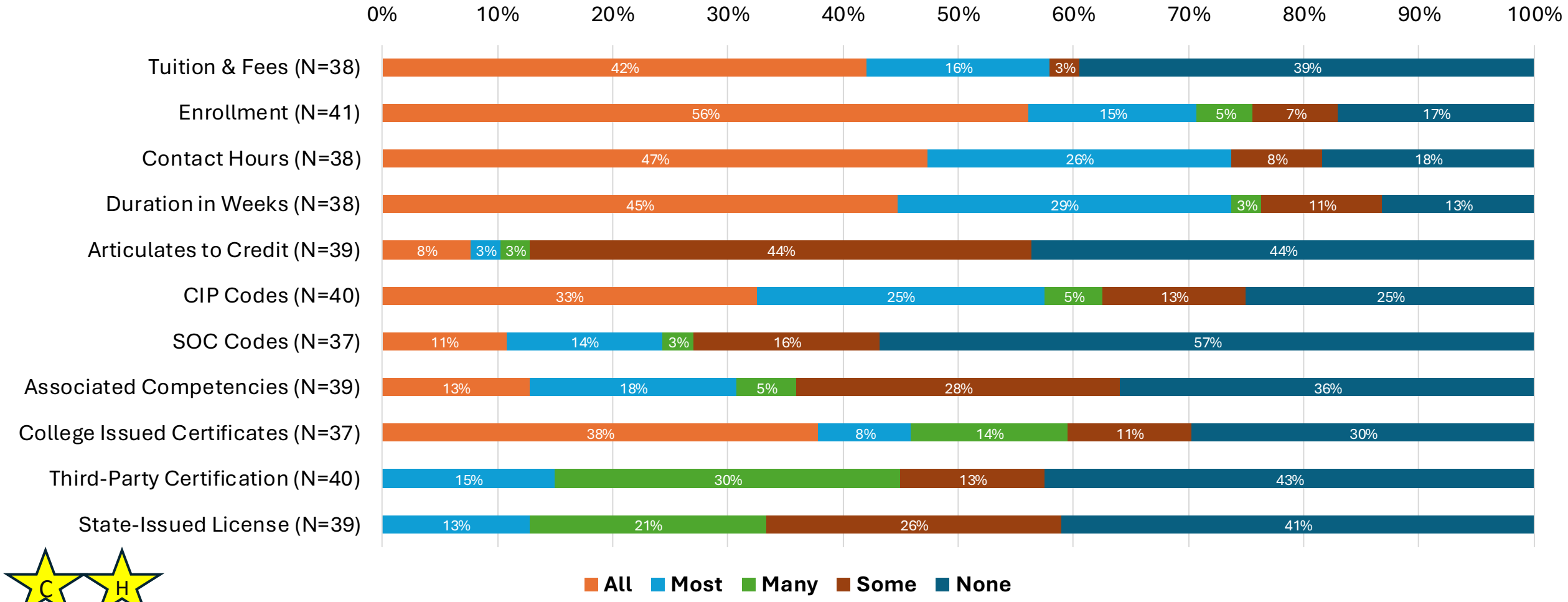
- Workforce Commission (employment & wages)
- Board of Regents (enrollments and completers)
- Dept. of Children and Family Services – SNAP Employment and Training (enrollments and completers)
- National Student Clearinghouse (postsecondary enrollment)



Virginia

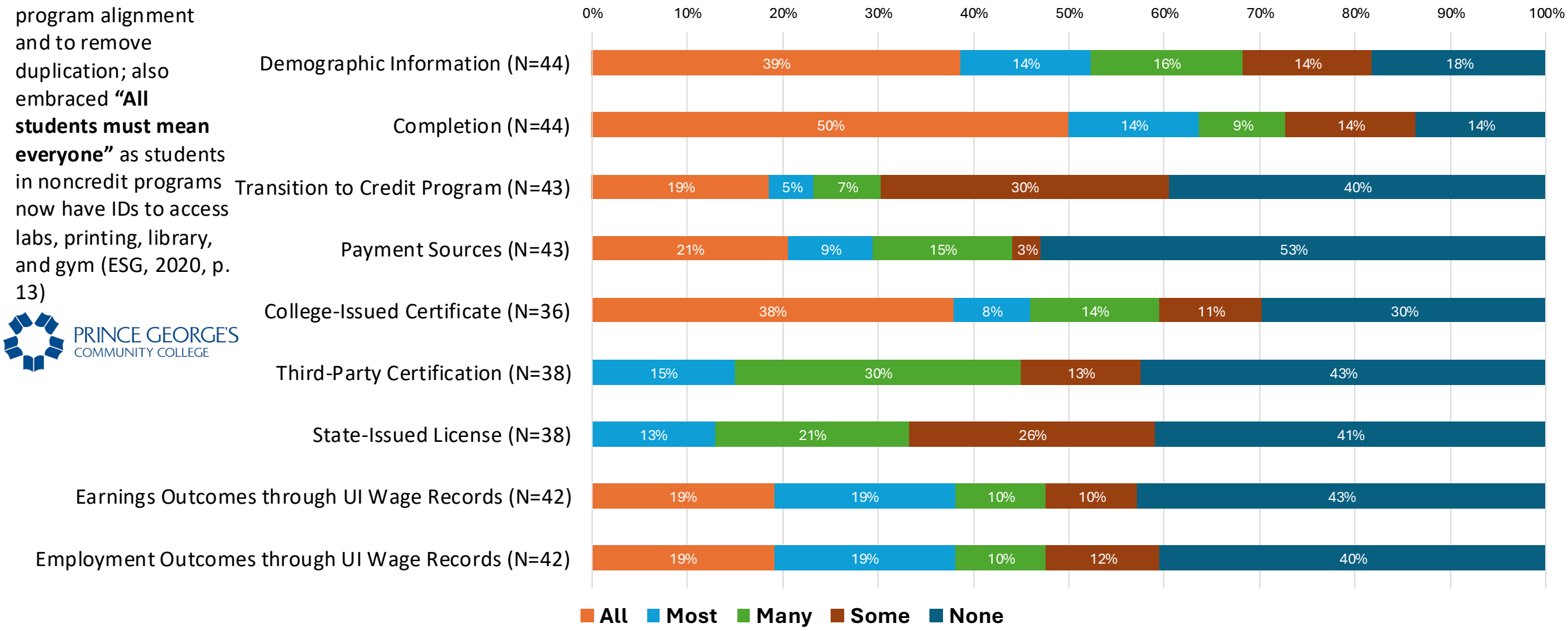
- Employment Commission (employment and wages)
- Dept. of Health Professions (nursing and other health occupational and related licenses, including CNA)
- Dept. of Professional and Occupational Regulation (skilled trades, cosmetology, athletics, and other regulated occupational licenses)
- Dept. of Social Services (as a SNAP 50/50 provider and for special research and collaborative projects)
- National Student Clearinghouse (postsecondary enrollment)

Program-Level Noncredit Data Element Availability for Occupational Noncredit



Student-Level Noncredit Data Element Availability for Occupational Noncredit

Prince George's CC consolidated units for program alignment and to remove duplication; also embraced **"All students must mean everyone"** as students in noncredit programs now have IDs to access labs, printing, library, and gym (ESG, 2020, p. 13)



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Noncredit Data Taxonomy 3.0

Sources Informing Taxonomy 3.0

State Community College Data*

- Iowa
- Louisiana
- Virginia
- Maryland
- New Jersey
- Oregon
- South Carolina
- Tennessee

State Workforce Data

- New Jersey

Federal/National Data & Frameworks

- Credential Engine
- Model Workforce Pell Data Framework
- PIRL
- RAPIDS

*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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SNDP 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 ➢ 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

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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 ➢ 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

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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[1]	X	X
	NAICS Code	North American Industry Classification System code[2]		
	O*NET Code	Occupational Information Network code[3]		
	Career Cluster	Course/program alignment with 14 Career Clusters[4]		
	State-Specific Code	State code, if different from CIP or SOC		
Noncredit Type[5]	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 organization … responds directly to local area needs."	X	X
	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	

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"[1]	X	X
	Occupational Licensure	Student attainment of license(s) "awarded by government agencies" or "awarded for meeting requirements of an occupation"[2]	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.[3]	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."[4]	X	X
	Apprenticeship	Student attainment of DOL-registered apprenticeship credential[5]	X	X

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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
	Outside Financial Assistance Received by Student	Amount student receives in financial assistance other than Workforce Pell*		X

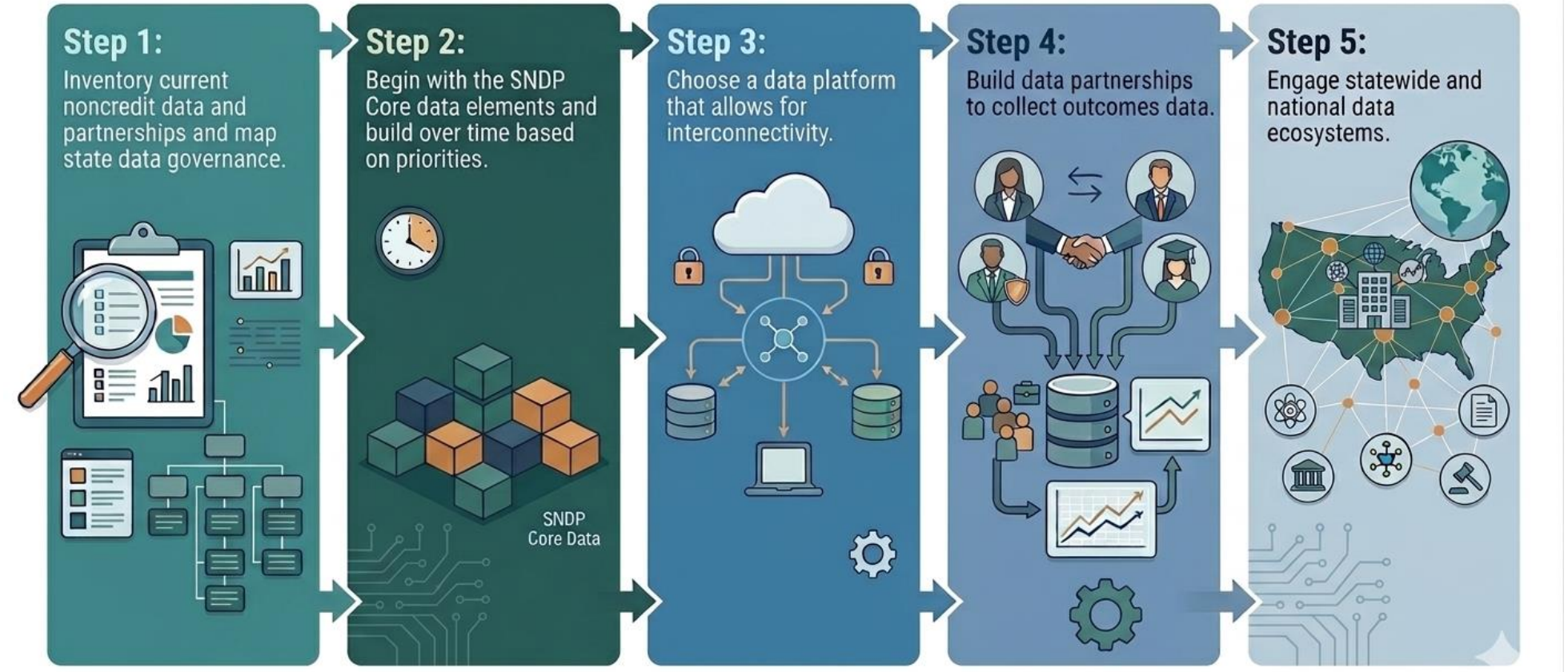
Category 4: Finance and Policy

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."[1]	X	
	Workforce Pell Eligible	Determined by the governor and US Department of Education to be a Workforce Pell–eligible course/program	X	X
	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

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HOW-TO GUIDE FOR ENGAGING THE NONCREDIT DATA JOURNEY



STATE NONCREDIT DATA PROJECT

T E C H

Louisiana's Community & Technical Colleges

Following a statewide attainment goal adopted in 2019 that includes credentials and degrees—LCTCS sought to centralize data. From 2020-2022, all system colleges migrated to Banner for noncredit and credit.

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Learn more about the *State Noncredit Data Project*

https://sndp.noncreditresearch.org



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